

# 2008 West Virginia University Extension Annual Report of Accomplishments and Results

Status: Accepted  
Date Accepted: 05/14/09

2008 West Virginia University Extension Annual Report of Accomplishments and Results

## I. Report Overview

### 1. Executive Summary

As a land-grant university, West Virginia University was created to help West Virginians make their lives better. To do that, WVU relies on the WVU Extension Service as the "doorway to WVU" in every county. For nearly 100 years, WVU Extension Service has provided research-based, reliable information, education, and problem-solving programs that are timely and relevant. Our roots are deep in West Virginia, where we have a WVU office in each of the state's 55 counties, and we work to meet the needs of rural and urban residents.

WVU Extension is best known for its strong and historic 4-H program, in which one in every five West Virginia young people (more than 80,000) are developing life skills and becoming leaders in their schools and communities. We are a unique collaboration among federal, state, and local governments, private and nonprofit sectors, volunteers, and the national system of land-grant universities. We are a sought-after partner for many state and local agencies who seek our expertise because of our community connections and track record of commonsense, research-based solutions.

West Virginians rely on their county WVU Extension agent to deliver educational programs and practical solutions to meet local needs. Local needs are identified by community advisory committees, created by the West Virginia State Code and known as the County Extension Service Committee, and through regular, daily interaction with major stakeholder groups. Examples include: West Virginia Cattleman's Association and other producer and commodity organizations; sister state and federal agencies addressing agriculture and natural resource issues; parents, families, schools, and organizations focused on successful youth development; health care and nutrition providers and advocates of healthy lifestyles; sustainable community and economic development experts and champions; firefighters and other first responders; employers focused on safe workplaces; and worker advocates.

WVU Extension agents are also WVU faculty members, with a master's or doctoral degree. They receive support from WVU Extension subject matter specialists and staff located primarily on the WVU Morgantown campus. These Extension "state specialists" and other faculty from WVU's 13 colleges and schools provide information and current research that result in proven practices taught by WVU Extension agents. While very focused on the needs of local West Virginia communities, the current research and proven practices that undergird all WVU Extension programs are also derived from multistate collaborative work among the nation's 103 land-grant university faculties that are part of the United States Cooperative Extension System.

The regular WVU Extension workforce of 465 county agents, state specialists, and staff is augmented by an additional 1200 seasonal employees who help deliver our large, statewide summer learning programs. More than 10,000 well-trained volunteers also help design, deliver, evaluate, and improve Extension programs each year. Employees of numerous longtime program partners help in this regard as well: Regional Education Service Agencies (RESA) of the West Virginia Department of Education, West Virginia's departments of agriculture and forestry, its conservation service, and its development office; county school professionals and others.

Many identify with WVU Extension through our 78 educational programs. Some of the most recognized programs are 4-H, Dining with Diabetes, Master Gardeners, Germ City, Firefighter Training, Community Educational Outreach Service, Family Nutrition Program, Energy Express, Soil Testing, Workplace Safety, Pesticide Recertification Training, Character Education, Beef Quality Assurance, Farm Management, Forest Stewardship, and Community Leadership Development.

We offer planned programs in four areas:

**Agriculture and natural resources** agents and specialists work with farmers, landowners, and communities to support local agriculture and encourage wise use of natural resources. We are committed to helping small family farmers find ways to increase their profits. We continue to be the trusted local source for answers to home and garden questions. We're committed to ensuring a safe food supply and working with rural landowners to develop alternative enterprises. In 2008, our agriculture and natural resource programs tallied 75,568 direct contacts, including:

• Agriculture and Forestry Production and Marketing – 18,988 • Farm Management – 19,745 • Environmental Stewardship – 5,280 • Youth Agriculture – 31,555

**4-H Youth Development** professionals and programs provide educational, fun, and safe opportunities for young people to make friends, to learn, and to grow. Positive youth development is achieved through weaving essential elements into 4-H programs that promote independence, generosity, and mastery of new skills, all provided in safe and caring environments. The three primary educational areas of emphasis are healthy lifestyles; science, engineering, and technology; and developing good citizenship skills through leadership development and service learning. Our literacy programs strengthen children's reading skills and promote the benefits of adults and children reading together. In 2008, our 4-H youth development programs tallied 80,860 direct contacts with youth 4-H programs. This total also includes direct contacts with youth in other planned programs.

- 4-H Curriculum– 29,500
- 4-H camping – 13,317
- Literacy – 6,803
- Global Education– 6,816
- Reaching the Underserved – 2,334

**Families and Health** faculty and paraprofessionals help families thrive by providing researched-based knowledge, skills, and resources for healthier lifestyle choices. Our nutrition and health education programs teach individuals and families ways to improve their diets by selecting and preparing healthier foods. Through education, we encourage healthy lifestyle choices and the benefits of being physically active. Our family resource management programs help young people and adults understand successful ways to save, spend, and manage resources. We provide education about food preservation, handling, storage, and safety. Adults working with, caring for, or parenting young children receive education and materials about developmentally appropriate practices for establishing nurturing environments in which children grow and develop successfully. Our faculty members work with adults to build leadership and interpersonal skills and provide an ongoing avenue for continued learning and global community involvement. In 2008, family and health programs tallied 154,982 direct contacts including youth and adults.

- Nutrition and Health – 152,465
- Strengthening Families – 2,517

**Community Workforce Education and Development** experts help to promote collaborative community projects and build the capacities of local businesses and governments. We deliver programs that build local leadership capacity; expand and attract employment; improve retail opportunities; and provide information and recommendations on downtown revitalization, tourism, and other aspects of community, economic, and workforce development. In addition, we are helping West Virginia individuals and communities prepare for and cope with disasters. In 2008, our community development programs tallied 31,095 direct contacts.

- Workforce Development – 12,168
- Adult Leadership Development – 16,781
- Community Development – 2,146

WVU Extension also operates **WVU Jackson’s Mill**, located near Weston, the site of the nation’s first state 4-H camp and the current "home" of many state youth camps, heritage and nature education programs, and learning opportunities for people of all ages. The Mill is the new location for WVU’s Fire Service Extension and State Fire Academy, a place where emergency responders will receive training that meets national standards. In 2008, the culture and tourism programs at WVU Jackson’s Mill recorded 15,621 direct contacts.

- Culture, Tourism, and Experiential Learning – 15,621

**Our funding**

State funding for WVU Extension Service is currently \$12 million (35%). WVU Extension uses that \$12 million to leverage other funds, for a total annual operating budget of approximately \$34 million. We raise 38 percent of our total budget through competitive grants, fees, and individual, foundation, and corporate gifts. County partners (largely county commissions and boards of education) contribute approximately 12 percent of our total budget. The remaining 15 percent of the budget consists of federal (U.S. Department of Agriculture) funds, primarily 3(b)(c) and EFNEP. Grants and fees have increased from about \$2 million in 1995 to about \$13 million in 2009.

**A few facts: WVU Extension**

- Date of founding:1915
- Total direct client contacts both youth and adults in 2008: 336,038
- Total direct and indirect client contacts both youth and adults in 2008: 2,340,456
- Number of county agents:2008:111
- Number of state specialists:2008:77
- Number of youth in 4-H programs in 2008, including camps: 56,467
- Number of youth attending 4-H camps in 2008:9,422
- Value added to agricultural products through WVU Extension programs:\$5.9 million
- Number of 4-H adult volunteers in 2008:7,888
- Master Gardener volunteers in 2008: 2,529
- Community Educational Outreach Service members in 2008:5,190

Collaboration and cooperation between West Virginia land grant universities West Virginia University (WVU) and West Virginia State University (WVSU), an 1890 land-grant institution, entered into a voluntary agreement in 1997 to create the West Virginia Association of Land-Grant Institutions. This collaboration of the state’s two land-grant institutions is committed to providing education that will help the citizens of West Virginia improve their lives and communities. In 2005, the two institutions signed West Virginia’s first "Cooperative Agreement for a Comprehensive Program of Agricultural and Forestry Research and Extension. This agreement was submitted and accepted by USDA’s Cooperative State Research, Education, and Extension Service (CSREES). This agreement formalized mechanisms for cooperation and non-duplication of services by the two extension services.

**Total Actual Amount of professional FTEs/SYs for this State**

Year:2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	171.4	0.0	0.0	0.0
<b>Actual</b>	161.0	0.0	0.0	0.0

## II. Merit Review Process

### 1. The Merit Review Process that was Employed for this year

- Internal University Panel

### 2. Brief Explanation

Merit Review was done in the following way:

Each planned program team reviewed the program based on a yearly plan of work and yearly program accomplishment report.

## III. Stakeholder Input

### 1. Actions taken to seek stakeholder input that encouraged their participation

- Use of media to announce public meetings and listening sessions
- Targeted invitation to traditional stakeholder individuals
- Targeted invitation to non-traditional stakeholder individuals
- Targeted invitation to selected individuals from general public

### Brief Explanation

State Level- Extension Service Visiting Committees are the primary vehicle for gaining stakeholder participation.

The purpose of the WVU Extension Visiting Committee is to provide advocacy, program advice, and resource development for the WVU Extension Service. Membership consists of broad representation of programs and constituent groups, including but not limited to WVU Jackson's Mill, 4-H, Agriculture and Nature Resources, Community, Economic, & Workforce Development, Families and Health, faculty and staff, CEOS, Master Gardeners, and counties. Membership is determined by the Director's Office, and meetings are announced via targeted invitations to selected individuals from traditional and nontraditional stakeholder groups. County Level - Each county is mandated by West Virginia State Code to organize a County Extension Service Committee. These committees are made up of representatives of traditional stakeholder groups with up to three positions for at-large representatives or individuals representing nontraditional audiences. Extension Service Committees provide program guidance, advocacy, and administrative support to county faculty and staff. Meetings of County Extension Service Committees are subject to WV's open meeting laws. Meetings of the County Extension Service Committees are announced through local media outlets and with targeted mailings to members.

### 2(A). A brief statement of the process that was used by the recipient institution to identify individuals and groups stakeholders and to collect input from them

#### 1. Method to identify individuals and groups

- Use Advisory Committees
- Use Internal Focus Groups

### Brief Explanation

Program advisory committees, with input from faculty and administration, identify both traditional and nontraditional stakeholders who are invited to all relevant program related planning and evaluation meetings.

Constituency groups such as 4-H Leaders, CEOS Executive Committee

Attendance at County Commissions

Attendance at Board of Education meetings

### 2(B). A brief statement of the process that was used by the recipient institution to identify individuals and groups who are stakeholders and to collect input from them

#### 1. Methods for collecting Stakeholder Input

- Meeting with traditional Stakeholder groups
- Meeting with traditional Stakeholder individuals
- Meeting with the general public (open meeting advertised to all)

### Brief Explanation

Each week, the WVUES leadership team (Associate Provost, Director of Communications, Assistant Director of Resources, Director of Operations, Finance Director, and Unit Directors meet to discuss the feedback that they have received from multiple sources. This information is used to improve operations and programming and often to address problems raised by our constituency. The budget is often a focus of discussion and decisions are made in response to stakeholder feedback, such as the ones described earlier in this document about focusing on county needs over state administrative needs. Assessment data is processed and the findings are used by most of our program initiatives.

Teams have the responsibility of making recommendations to WVUES administration about new programming based on emerging needs in the state.

**3. A statement of how the input was considered**

- In the Budget Process
- To Identify Emerging Issues
- In the Staff Hiring Process
- To Set Priorities

**Brief Explanation**

Based on stakeholder input, WVU Extension has done the following this year.

Hired three new family life specialists who will work with Extension agents to provide services to West Virginia families. These specialists include one in family finance, one in family relationships, and one in family leaderships, with specific duties with our CEOS (homemaker) groups.

Put a greater emphasis on evaluation and assessment by moving the specialist in that area to administrative services where she can help document the impacts of the whole organization.

Hired a specialist who will coordinate efforts in reaching underserved and diverse populations.

**Brief Explanation of what you learned from your Stakeholders**

Over the past several years, WVU Extension has placed a great deal of emphasis on strengthening its personnel and programs at the county level. It is now time to strengthen certain efforts at the state level including enhancing support for family programs, reaching out to more diverse populations, and improving technical supports. In the coming year, an additional employee will be added to the technology sector of the organization whose responsibility will be largely to create a reporting system that will aid us in collecting reporting data and assist faculty with their promotion and tenure efforts.

**IV. Expenditure Summary**

<b>1. Total Actual Formula dollars Allocated (prepopulated from C-REEMS)</b>			
<b>Extension</b>		<b>Research</b>	
<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
3755739	0	0	0

<b>2. Totaled Actual dollars from Planned Programs Inputs</b>				
<b>Extension</b>			<b>Research</b>	
	<b>Smith-Lever 3b &amp; 3c</b>	<b>1890 Extension</b>	<b>Hatch</b>	<b>Evans-Allen</b>
<b>Actual Formula</b>	3755739	0	0	0
<b>Actual Matching</b>	7214852	0	0	0
<b>Actual All Other</b>	880000	0	0	0
<b>Total Actual Expended</b>	11850591	0	0	0

<b>3. Amount of Above Actual Formula Dollars Expended which comes from Carryover funds from previous years</b>				
<b>Carryover</b>	0	0	0	0

**V. Planned Program Table of Content**

<b>S. NO.</b>	<b>PROGRAM NAME</b>
1	Environmental Stewardship
2	Adult Leadership Development
3	Nutrition and Health
4	Farm Management
5	4-H Curriculum
6	Workforce Development
7	Global Education
8	Culture, Tourism, and Experiential Education
9	Community Development
10	Youth Agriculture
11	Agriculture Production and Marketing
12	Literacy
13	Reaching the Underserved
14	Strengthening Families
15	4-H Camping Program

**Program #1**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Environmental Stewardship

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	10%			
133	Pollution Prevention and Mitigation	2%			
205	Plant Management Systems	2%			
211	Insects, Mites, and Other Arthropods Affecting Plants	35%			
212	Pathogens and Nematodes Affecting Plants	35%			
213	Weeds Affecting Plants	2%			
214	Vertebrates, Mollusks, and Other Pests Affecting Plants	2%			
216	Integrated Pest Management Systems	10%			
403	Waste Disposal, Recycling, and Reuse	2%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	11.0	0.0	0.0	0.0
<b>Actual</b>	15.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
400000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
702022	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The Environmental Stewardship program at WVU Extension is composed of seven initiatives including Watershed & Water Quality, Pesticide Management, Nutrient Management, Pesticide Safety Education, Plant Diagnostics, Tree Fruit IPM, and the Network for Pesticides and Alternative Strategies.

Our watershed management program operates a regional water quality project that is delivering programs to clients in the Mid-Atlantic region and provides guidance for the development of a watershed association. Our plant diagnostics program establishes a cooperative alert system for pest and pathogen introductions, potential pest threats to our agricultural cropping systems and landscape and forested plants in West Virginia and nationally. Our pesticide safety education programs have three goals: 1) to reduce the misuse of pesticides by applicators, 2) to improve the applicators use of pesticides with current technology, and 3) to select environmentally safe pesticides. Each year they provide certification and recertification training for private, commercial pesticide applicators and registered technicians. The Pesticide Information Network creates sound policy for pesticide use and alternatives for maintaining pest management tools for agricultural stakeholders in West Virginia.

**2. Brief description of the target audience**

Private and commercial pesticide applicators in West Virginia, including growers, farmers, personnel of commercial businesses. Extension personnel, State Association members, the larger agricultural industry, Certified Nutrient Management Planners Conservation Agency, and Master Gardeners.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	11600	17000	120	5
2008	4385	29344	895	684

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities in environmental stewardship.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	198	71

**Output #2****Output Measure**

- Number of educational materials in environmental stewardship created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	15	144

**Output #3****Output Measure**

- Number of educational materials about environmental stewardship distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1150	2150

**Output #4****Output Measure**

- Number of people receiving educational materials about environmental stewardship.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	2200	2150

**Output #5****Output Measure**

- Number of new grants and contracts supporting initiatives in environmental stewardship.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	8	3

**Output #6****Output Measure**

- Number of monitor activities for insects and diseases

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	5

**Output #7****Output Measure**

- Number of pesticide recommendations given to clients

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	1024

**Output #8****Output Measure**

- Number of plant specimens diagnosed for diseases, insects, and insect infestation or damage

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	1038

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who changed their attitudes or opinions about environmental stewardship.
2	Number of participants who improved a skill related to environmental stewardship.
3	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
4	Number of participants who adopt a skill related to environmental stewardship
5	Number of participants who changed a habit or procedure related to environmental stewardship.
6	Number of groups or organization that collaborated with environmental stewardship initiatives.
7	Number of participants in environmental stewardship initiatives who improved their lives because of their involvement.
8	Number of groups or organizations that changed their structure, philosophy, or mission because of their involvement with environmental stewardship initiatives.
9	Number of changes in social conditions due to Extension's efforts in environmental stewardship.
10	Number of changes in economic conditions due to WVU Extension's efforts in environmental stewardship.
11	Numbers of growers who adopt Integrated Pest Managemnt practices.

**Outcome #1****1. Outcome Measures**

Number of participants who changed their attitudes or opinions about environmental stewardship.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	600	920

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Pesticide safety programs relate to the safe handling and proper use/application of chemical pesticides. These programs offer the opportunity to be licensed and certified to apply restricted use pesticides as required by the West Virginia Department of Agriculture. Non-certification education programs relating to identification and management of insects and diseases, both chemically and non-chemically, are necessary for private citizens, Master Gardeners, and youth.

**What has been done**

71 pesticide safety education activities related to the safe handling and proper use/application of chemical pesticides were offered throughout WV in 2008, including workshops resulting in recertification of applicators, training of citizens and Master Gardener participants, a regularly distributed newsletter dealing with pesticide usage and integrated pest management, a website to facilitate communication links with stakeholders and state network leaders associated with the Northeastern IPM Center, and directly answering queries from stakeholders (EPA, USDA, Extension professionals, and growers) dealing with pests, pest management, and pesticides.

**Results**

After training of private pesticide applicators, 21.9% of those in attendance said that they would change the way they were handling pesticides to more safe practices.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
212	Pathogens and Nematodes Affecting Plants
211	Insects, Mites, and Other Arthropods Affecting Plants
205	Plant Management Systems
216	Integrated Pest Management Systems
213	Weeds Affecting Plants
214	Vertebrates, Mollusks, and Other Pests Affecting Plants

**Outcome #2****1. Outcome Measures**

Number of participants who improved a skill related to environmental stewardship.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	950	1783

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Pesticide safety programs relate to the safe handling and proper use/application of chemical pesticides. These programs offer the opportunity to be licensed and certified to apply restricted use pesticides as required by the West Virginia Department of Agriculture. Non-certification education programs relating to identification and management of insects and diseases, both chemically and non-chemically, were carried out in the counties.

**What has been done**

71 training activities and more than 144 hours were dedicated to training West Virginia private and commercial pesticide applicators. Fruit category manuals and videotapes were inventoried, maintained, and updated, and interactive lessons were made available on the Web in such topics as entomology, plant disease, pesticides and the environment, and ornamental problems, to name a few.

**Results**

A pre- post-evaluation of the pesticide safety certification training showed that participants increased their knowledge and skill by 23 percent. On average, over 74% of those in attendance indicated that they learned new information and skills.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
213	Weeds Affecting Plants
216	Integrated Pest Management Systems
205	Plant Management Systems
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
214	Vertebrates, Mollusks, and Other Pests Affecting Plants

**Outcome #3****1. Outcome Measures**

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

*Not reporting on this Outcome for this Annual Report*

**Outcome #4****1. Outcome Measures**

Number of participants who adopt a skill related to environmental stewardship

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	225	3392

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Federal funds are granted to support the pesticide applicator training effort for certification and update training. These programs offer the opportunity to be licensed and certified to apply restricted use pesticides as required by the West Virginia Department of Agriculture. The nature of these programs relate to the safe handling and proper use/application of chemical pesticides.

**What has been done**

Sixty educational activities to certify or re-certify pesticide applicators were implemented statewide. Up-dated study materials were maintained and distributed to individuals for certification. Non-certification education programs relating to identification and management of insects and diseases, both chemically and non-chemically, were carried out in the counties.

**Results**

- 104 private pesticide applicators were newly certified in 2008.
- 297 private pesticide applicators recertified in 2008.
- 204 commercial pesticide applicators newly certified in 2008.
- 1142 commercial pesticide applicators recertified in 2008.
- 552 registered technicians newly certified in 2008.
- 1093 registered technicians recertified in 2008.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
211	Insects, Mites, and Other Arthropods Affecting Plants
216	Integrated Pest Management Systems
212	Pathogens and Nematodes Affecting Plants
214	Vertebrates, Mollusks, and Other Pests Affecting Plants
205	Plant Management Systems
213	Weeds Affecting Plants

**Outcome #5**

**1. Outcome Measures**

Number of participants who changed a habit or procedure related to environmental stewardship.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	225	350

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

By establishing a cooperative alert system for pest and pathogen introductions, potential pest threats to our agricultural cropping systems and landscape and forested plants in West Virginia and nationally will be contained or averted.

**What has been done**

Specimens (including diseases, insects, and weeds) were received by faculty associated with the West Virginia University Diagnostic Laboratory from Extension Agents and stakeholders. Specimens recorded at the West Virginia University Diagnostic Laboratory have been documented by digitizing disease and insect images, culturing disease organisms, and uploading diagnostic results to the National Plant Diagnostic Information System. Funds have improved the diagnostic facilities, strengthening outreach programming by providing information in an efficient manner to Extension personnel and agricultural producers with development of a network to enhance national security.

**Results**

887 plant specimens were diagnosed in 2008 (ANR and 22 counties reporting) resulting in 350 stakeholders solving their plant problems and maintaining or improving the quality of their habitat.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
212	Pathogens and Nematodes Affecting Plants
211	Insects, Mites, and Other Arthropods Affecting Plants
213	Weeds Affecting Plants
102	Soil, Plant, Water, Nutrient Relationships
214	Vertebrates, Mollusks, and Other Pests Affecting Plants
216	Integrated Pest Management Systems
133	Pollution Prevention and Mitigation
205	Plant Management Systems

**Outcome #6****1. Outcome Measures**

Number of groups or organization that collaborated with environmental stewardship initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	131	64

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

It is necessary for WVU Extension to collaborate with other organizations in the state, region, and nation to protect our watershed and environment. An examples of this is our collaboration with the Mid Atlantic Water Program and regional IPM programs.

**What has been done**

WVU Extension has contributed to the West Virginia Plant Diagnostics Network, a distribution system to detect pests and pathogens that have been introduced into West Virginia ecosystems, identify, and report them to decision makers. It has also contributed to the Pesticide Information Network and the Tree Fruit IPM. Nutrient management manages a nutrient management certification program.

**Results**

Some of the partners WVU collaborates with in this area include: the Mid Atlantic Water Program, Regional IPM programs, groups and agencies in all 55 counties, the West Virginia Department of Agriculture, Pesticide Regulatory Programs, Regulatory and Environmental Affairs Division, Certification /Compliance West Virginia University, and entomologists and plant pathologists from the Davis College of Agriculture, Forestry.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
214	Vertebrates, Mollusks, and Other Pests Affecting Plants
205	Plant Management Systems
133	Pollution Prevention and Mitigation
211	Insects, Mites, and Other Arthropods Affecting Plants
212	Pathogens and Nematodes Affecting Plants
102	Soil, Plant, Water, Nutrient Relationships
403	Waste Disposal, Recycling, and Reuse
216	Integrated Pest Management Systems

**Outcome #7****1. Outcome Measures**

Number of participants in environmental stewardship initiatives who improved their lives because of their involvement.

*Not reporting on this Outcome for this Annual Report*

**Outcome #8****1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission because of their involvement with environmental stewardship initiatives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #9****1. Outcome Measures**

Number of changes in social conditions due to Extension's efforts in environmental stewardship.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	2	18

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

40-50% of people in West Virginia are not hooked up to municipal sewage systems. Some of these have working home septic systems, but many do not. Of the 45 homes in the Left Fork watershed checked to see if their septic systems worked properly, 43 (96%) had failing systems. In nearly every case, wastewater from the home ended up in the tributary by the house. The health of the environment and the community is compromised by such system failures.

**What has been done**

Criteria is developed to decide who will get a new system. Through analysis of soils, topography, system appropriateness, and other factors, a specific system technology is identified for each home. Bids are designed and advertised for each system. Bid committees recommend a bid to the County Commission which awards the bid. Systems are installed. Tributaries are sampled and analyzed before, during, and after installations. Findings are disseminated. Workshops are held for community members, regional sanitarians and system installers.

**Results**

In 2008, the program installed new systems to serve 18 homes.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
211	Insects, Mites, and Other Arthropods Affecting Plants
214	Vertebrates, Mollusks, and Other Pests Affecting Plants
216	Integrated Pest Management Systems
403	Waste Disposal, Recycling, and Reuse
133	Pollution Prevention and Mitigation
213	Weeds Affecting Plants

212	Pathogens and Nematodes Affecting Plants
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships

**Outcome #10**

**1. Outcome Measures**

Number of changes in economic conditions due to WVU Extension's efforts in environmental stewardship.

*Not reporting on this Outcome for this Annual Report*

**Outcome #11**

**1. Outcome Measures**

Numbers of growers who adopt Integrated Pest Management practices.

*Not reporting on this Outcome for this Annual Report*

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Economy
- Competing Programmatic Challenges
- Other (USDA Farm Bill Programs)

**Brief Explanation**

More funds are needed to hire appropriate personnel to train stakeholders in diagnosing plant problems. If additional resources could be found, other commercial pesticide applicator workshops should be added and Internet programs for recertification credit could be explored.

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study

**Evaluation Results**

{No Data Entered}

**Key Items of Evaluation**

{No Data Entered}

**Program #2****V(A). Planned Program (Summary)****1. Name of the Planned Program**

Adult Leadership Development

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	10%			
802	Human Development and Family Well-Being	50%			
805	Community Institutions, Health, and Social Services	30%			
806	Youth Development	10%			
	<b>Total</b>	<b>100%</b>			

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	10.0	0.0	0.0	0.0
<b>Actual</b>	2.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
50000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
105617	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

The Adult Leadership Development planned program includes the following initiatives: Community Leadership, Master Gardeners, Community Education Outreach Service (CEOS), 4-H Volunteer Leadership, and Volunteerism Leadership.

The goals of this planned program include: 1) to develop the reputation of the Extension Service as a credible provider of leadership development education; 2) to increase knowledge and awareness of Extension professionals, community groups and individuals of the value and importance of enhanced leadership skills; 3) to develop more people willing to assume leadership roles in their communities, and make existing and emerging leaders more effective in what they do; 4) to strengthen individuals and families through continuing education, leadership development and community involvement for the betterment of all; 5) to strengthen the faculty and staff skills, knowledge and techniques to develop an effective volunteer management program; 6) to increase volunteer leadership skills through participation in WVU-ES programs; and to train and involve Master Gardeners in educational programs, community service, and leadership development.

Activities include training Extension faculty and adult volunteers in regional trainings; training CEOS adult volunteers in public speaking and other leadership techniques; completing; training community volunteer managers in the basics of effective management of volunteer programs; conducting team leadership and youth/adult partnership conferences; conducting one session on leadership resources at the Extension Professional Development Day each year; participating in other leadership professional development opportunities; partnering with other leadership organizations in West Virginia; holding leadership workshops for West Virginia citizens; providing 30 hours of Master Gardener (MG) classes for every trained MG; managing MG volunteer activities and recognizing their service; providing leadership development and other advanced MG training.

## 2. Brief description of the target audience

The primary audience includes current Extension faculty, CEOS members, Master Gardener members, 4-H volunteers, community members, state and local officials.

## V(E). Planned Program (Outputs)

### 1. Standard output measures

#### Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	23087	86137	2490	5184
2008	14672	66138	2109	8110

### 2. Number of Patent Applications Submitted (Standard Research Output)

#### Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

#### Patents listed

### 3. Publications (Standard General Output Measure)

#### Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

## V(F). State Defined Outputs

### Output Target

**Output #1****Output Measure**

- Number of training activities in adult leadership development

Year	Target	Actual
2008	400	506

**Output #2****Output Measure**

- Number of educational materials created or updated.

Year	Target	Actual
2008	99	370

**Output #3****Output Measure**

- Number of educational materials about adult leadership development distributed.

Year	Target	Actual
2008	332	15617

**Output #4****Output Measure**

- Number of people receiving educational materials in adult leadership.

Year	Target	Actual
2008	57939	18097

**Output #5****Output Measure**

- Number of new counties participating in adult leadership initiatives.

Year	Target	Actual
2008	61	11

**Output #6****Output Measure**

- Number of outside organizations or groups participating in adult leadership initiatives.

Year	Target	Actual
2008	112	214

**Output #7****Output Measure**

- Number of new grants and contracts supporting adult leadership initiatives.

Year	Target	Actual
2008	10	20

**Output #8****Output Measure**

- Number of pounds of vegetables donated to the hungry by Master Gardner programs.

Year	Target	Actual
2008	{No Data Entered}	3000

**Output #9****Output Measure**

- Amount of dollars secured in new funds to support adult leadership programs

Year	Target	Actual
2008	{No Data Entered}	104317

**Output #10****Output Measure**

- Number of volunteer hours contributed by adult leadership development participants

Year	Target	Actual
2008	{No Data Entered}	491500

**Output #11****Output Measure**

- Number of West Virginians who volunteered their time because of their involvement in adult leadership development initiatives

Year	Target	Actual
2008	{No Data Entered}	6468

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants in adult leadership program initiatives who increased their knowledge.
2	Number of participants in adult leadership development initiatives who changed their attitudes or opinions
3	Number of participants in adult leadership initiatives who increased their motivatin to adopt a skill or accomplish an activity.
4	Number of participants in adult leadership development initiatives who adopted a skill.
5	Number of participants in adult leadership development initiatives who changed a hapbit or procedure.
6	Number of people and organizations that collaborated with adult leadership development initiatives.
7	Number of new adult leadership development initiatives implemented by trainees.
8	Amount of money raised by program participants to support initiatives in adult leadership development.
9	Number of people in adult leadership development initiatives who improved their lives.
10	Number of groups or organizations that changed their structure, philosophy, or mission because of involvement in adult leadership development initiatives.
11	Number of changes in social conditions because of adult leadership initiatives.
12	Number of changes in economic conditions because of adult leadership development initiatives.

**Outcome #1****1. Outcome Measures**

Number of participants in adult leadership program initiatives who increased their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1282	8232

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Leadership development has been a challenge in WV. Lack of leadership in rural communities is often identified as a major issue and it is important to help existing and emerging leaders develop new leadership skills so they can address community and economic development issues.

**What has been done**

Major educational initiatives included:

1) Five Keys to Effective Volunteer Program Development - an advanced training that creates an understanding of the 5 key elements of successful volunteer program management; 2) CEOS Program and Fall Conference, planned, developed and implemented by volunteers under the advisorship and direction of Extension team members; 3) VPRKC - training in the competencies for effective program delivery by volunteers; 4) State 4-H Volunteer Leaders Weekend; 5) State Volunteerism Conference - attended by the majority of the state's non-profit organizations in WV; 6) State 4-H Teen Leader Weekend - which provides leadership training for WV youth including global education and training on talking with individual with disabilities.

**Results**

Of the nearly 15,000 direct contacts in the Adult Leadership Development planned program, 56% or 8,232 indicated that that they gained new knowledge about how to be a better leader or volunteer by attending one of the education programs under this program.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
805	Community Institutions, Health, and Social Services
102	Soil, Plant, Water, Nutrient Relationships
802	Human Development and Family Well-Being

**Outcome #2****1. Outcome Measures**

Number of participants in adult leadership development initiatives who changed their attitudes or opinions

*Not reporting on this Outcome for this Annual Report*

**Outcome #3****1. Outcome Measures**

Number of participants in adult leadership initiatives who increased their motivation to adopt a skill or accomplish an activity.

*Not reporting on this Outcome for this Annual Report*

**Outcome #4****1. Outcome Measures**

Number of participants in adult leadership development initiatives who adopted a skill.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1239	2579

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Volunteers are needed throughout the state to work with WV citizens to improve their standard of living and life satisfaction. One initiative in our adult leadership planned program is the the Master Gardener program. These volunteers provide, to their communities, current information about how to best manage their property, soil, water and pesticide use.

**What has been done**

Extension professionals held 70 Master Gardener training activities for volunteers, created 133 Master Gardener educational materials, distributed these materials to 5,699 clients; organized 11 new Master Gardener groups; and received 4 new grants to support programming.

**Results**

As a result of the Master Gardener program, 2,579 adult volunteers contributed hundreds of hours to their communities in horticultural and leadership skills. In addition, 3,000 pounds of vegetables to the hungry.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being
806	Youth Development
805	Community Institutions, Health, and Social Services
102	Soil, Plant, Water, Nutrient Relationships

**Outcome #5****1. Outcome Measures**

Number of participants in adult leadership development initiatives who changed a habit or procedure.

*Not reporting on this Outcome for this Annual Report*

**Outcome #6****1. Outcome Measures**

Number of people and organizations that collaborated with adult leadership development initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	103	105

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Extension agents and specialists have been challenged to partner and collaborate with other groups. Extension's collaboration with these groups strengthens the project and builds social capital that can be used to connect Extension clients to social services, networks, and job opportunities.

**What has been done**

In 2008, Extension adult leadership development initiatives have collaborated with 214 groups including: WV state committees, government agencies, county agencies, fair boards, agriculture commodity groups, CEOs, 4-H groups, non-profit boards, state library commissions, local fire departments, and many other groups.

**Results**

Of the 214 groups that adult leadership development initiatives have collaborated with this year, almost half (105) were new collaborations.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
806	Youth Development
805	Community Institutions, Health, and Social Services
802	Human Development and Family Well-Being

**Outcome #7****1. Outcome Measures**

Number of new adult leadership development initiatives implemented by trainees.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	13	5

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Volunteer leaders can help to create initiatives that address the needs of West Virginian, especially our health needs.

**What has been done**

CEOS members assisted with the development of the Health Motivator, a new curriculum designed to motivate WV adults to adopt healthier lifestyles.

In addition, through affiliation with ACWW, WV CEOS members join rural women from more than 70 countries and 9 million members to support the project, 'Pennies for Friendship,' which sponsor a peace garden between the borders of the United States and Canada.

CEOS members also support international family related programs such as Family Planning Initiatives, Water for All, Nutrition Education, and HIV/AIDS awareness.

### Results

Approximately 300 CEOS members took on a new leadership role at the local, state, or national level.

WVCEOS members participated in the international project.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
806	Youth Development
805	Community Institutions, Health, and Social Services
102	Soil, Plant, Water, Nutrient Relationships
802	Human Development and Family Well-Being

#### Outcome #8

##### 1. Outcome Measures

Amount of money raised by program participants to support initiatives in adult leadership development.

##### 2. Associated Institution Types

•1862 Extension

##### 3a. Outcome Type:

Change in Action Outcome Measure

##### 3b. Quantitative Outcome

Year	Quantitative Target	Actual
2008	8840	5600

##### 3c. Qualitative Outcome or Impact Statement

###### Issue (Who cares and Why)

Educational advancement is an important part in moving individuals from poverty to self-sufficiency. In West Virginia, most of our youth are from families where the parent/s do not have a college education. Our volunteer/leadership groups, such as CEOS, can raise funds to help WV youth attend college.

###### What has been done

CEOS groups in West Virginia have helped to raise money to fund a number of scholarships that allow West Virginian youth to attend college. The total this year was \$5,600.

###### Results

CEOS members sponsored the following scholarships:

1. International scholarship not to exceed \$3,500 to sponsor Washington Gondi (Kenya) study at WVU.
2. Family and Consumer Sciences (3- \$500.00 scholarships to 3 students, sophomore or above) who are enrolled in WVU institutions of higher learning in home economics or related fields.
3. Nursing scholarships (1- \$500.00 scholarship for a sophomore or above) enrolled in a nursing baccalaureate program.
4. L.A. Toney Scholarship (\$500.00) given alternating years to WV State and Bluefield State College.
5. Older 4-H Members Conference (12 - \$60.00 scholarships to attend state older 4-H Members Conference).
6. Polly Spangler Maclin Scholarship of \$100 for a 4-H member to attend State Alpha Camp.
7. Emma Noe Living Trust Fund (interest) to support State WVCEOS Annual Conference keynote speaker.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
806	Youth Development
102	Soil, Plant, Water, Nutrient Relationships
802	Human Development and Family Well-Being

**Outcome #9****1. Outcome Measures**

Number of people in adult leadership development initiatives who improved their lives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #10****1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission because of involvement in adult leadership development initiatives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #11****1. Outcome Measures**

Number of changes in social conditions because of adult leadership initiatives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #12****1. Outcome Measures**

Number of changes in economic conditions because of adult leadership development initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	5	29

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

In a rural, low-income state such as West Virginia, there are limited resources to employ individuals to staff service groups and educational programs. In West Virginia CEOS clubs train adult leaders go out and work in the community. Their service results in economic benefit to the state.

**What has been done**

CEOS members from 29 counties served as volunteers to 4-H camps, aids to the Dining with Diabetes program, volunteers at Missions, Hospitals, Nursing Homes, assisted Family Storytelling, Relatives as Parents, Character Education, Literacy, Energy Express, the International Student Program, and Breast and Cervical Cancer Awareness programs. In addition, they supported local community initiatives.

**Results**

The membership from 29 counties reported they volunteered 491,500 hours of service, at a value of \$9,215,625.00.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
102	Soil, Plant, Water, Nutrient Relationships
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
806	Youth Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Competing Programmatic Challenges

**Brief Explanation****V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)

**Evaluation Results**

The evaluation instrument that was used with the community leadership workshops measured five categories including overall evaluation of the session, educational material and content, the instructor's knowledge of subject and teaching ability, skills learned, behavior changes, and suggestions for improvement. The pre- and post-tests used by the Master Gardeners measured the knowledge change from each workshop. Results included the following:

- 56% indicated they gained knowledge.
- 46% indicated a change in attitude regarding leadership topics.
- 43% indicated a change in skills.
- 39% indicated they were motivated to adopt a skill.
- 35% indicated they have adopted the skill
- 30% indicated they would change a habit or adopt a procedure
- 22% indicated that they had improved their lives.

**Key Items of Evaluation**

**Program #3**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Nutrition and Health

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
702	Requirements and Function of Nutrients and Other Food Components	10%			
703	Nutrition Education and Behavior	30%			
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins	10%			
724	Healthy Lifestyle	30%			
801	Individual and Family Resource Management	10%			
802	Human Development and Family Well-Being	10%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	26.0	0.0	0.0	0.0
<b>Actual</b>	14.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
350000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
549109	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The nutrition and health planned program includes the following major initiatives:

Family Nutrition Program -- Objectives: 1) teaching food and nutrition by using the USDA's MyPyramid and preparing balanced meals, 3) improving food safety by using proper food storage, preparation, and handling techniques, 3) fostering food security by ensuring adequate access and availability of local community resources, 4) enhancing food consumerism by stretching the monthly food dollar, planning menus, and reading food labels, and 5) increasing physical activity by learning new behaviors and increasing time devoted to being active.

Community Education Outreach Service (CEOS) Health Motivator -- Objectives:1) help clients understanding the most important behaviors likely to present disease and chronic problems, 2) assist clients in assessing their personal lifestyle behaviors, 3) increase health consumer skills, 4) promote the value CEOS as it relates to family well-being.

Taking Charge -- Objectives: 1) develop and/or collect culturally appropriate resources for seniors, focusing on targeted health needs, motivational strategies and health promotional activities, 2) provide training to service providers and volunteers who work with seniors programs, 3) conduct home assessments to 50 seniors in six targeted counties.

Food Safety -- Objectives: 1) reduce the incidence of food-borne illnesses, 2) increase the number of certified food safety managers.

Germ City -- Objectives: 1) reduce the incidence of communicable diseases

Hand Washing Program -- Objectives: 1) reduce the incidence of communicable diseases among WV children and families.

Diabetes Education & Dining with Diabetes -- Objectives: 1) increase the skills of those who have diabetes or care for a diabetic, 2) increase the knowledge of professional working in the area of diabetes education, and 3) increase diabetes self-management skills

Healthy Heart Education Programs -- Objectives:1) improve Women's health status through educational programs.

**2. Brief description of the target audience**

Primary target audiences include: 1) low income West Virginia adults and youth, 2) adult West Virginians who have diabetes and their caregivers, 3) healthy older adults, 4) healthcare professionals and Extension educators.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	50000	250000	11000	17000
2008	36689	638264	115776	200107

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities (separate classes held) in nutrition and health.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1600	6902

**Output #2****Output Measure**

- Number of educational materials in nutrition and health created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	10	514

**Output #3****Output Measure**

- Number of state and national presentation on nutrition and health

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	40	12

**Output #4****Output Measure**

- Number of educational materials in nutrition and health distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	50000	15127

**Output #5****Output Measure**

- Number of outside organizations collaborating with nutrition and health initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	100	249

**Output #6****Output Measure**

- Number of new grants and contracts received to support nutrition and health programs.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	2	44

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who increased their knowledge of nutrition and health.
2	Number of organizations that collaborated with nutrition and health initiatives.
3	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
4	Number of participants who adopted a skill related to nutrition and health.
5	Number of participants who changed a habit or procedure related to nutrition and health.
6	Number of West Virginian food handlers who were certified in SafeServ

**Outcome #1****1. Outcome Measures**

Number of participants who increased their knowledge of nutrition and health.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	50000	15127

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Health and Nutrition programs at West Virginia University Extension seek to increase knowledge and practice of healthy behaviors in order to help WV's citizens maintain healthy lifestyles and strong families. West Virginia ranks high on most measures of health risks including obesity, smoking and other unhealthy behaviors, inactive lifestyles, and chronic illnesses.

**What has been done**

The Family Nutrition Program (FNP) is administered in 42 counties by 75 Nutrition Outreach Instructors and teaches food and nutrition, food safety techniques. It fosters food security by ensuring adequate access and availability of local community resources, enhances food consumerism by stretching the monthly food dollar, and increases physical activity.

**Results**

844 participants in the FNP program showed on a pre-post evaluation that they improved their ability to plan meals and 887 improved their ability to read food labels.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
702	Requirements and Function of Nutrients and Other Food Components
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins
801	Individual and Family Resource Management
724	Healthy Lifestyle
802	Human Development and Family Well-Being
703	Nutrition Education and Behavior

**Outcome #2****1. Outcome Measures**

Number of organizations that collaborated with nutrition and health initiatives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #3****1. Outcome Measures**

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

*Not reporting on this Outcome for this Annual Report*

**Outcome #4**

**1. Outcome Measures**

Number of participants who adopted a skill related to nutrition and health.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	150	1430

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The Family and Nutrition Program (FNP) has as its goal that its participants will select foods by using the USDA's MyPyramid and will prepare balanced meals and increase physical activity.

**What has been done**

The Family Nutrition Program (FNP) is administered in 42 counties by 75 Nutrition Outreach Instructors and teaches food and nutrition, food safety techniques. It fosters food security by ensuring adequate access and availability of local community resources, enhances food consumerism by stretching the monthly food dollar, and increases physical activity.

**Results**

86% of participants improved food safety practices

57% of participants improved their food resource management skills

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
702	Requirements and Function of Nutrients and Other Food Components
703	Nutrition Education and Behavior
724	Healthy Lifestyle

**Outcome #5****1. Outcome Measures**

Number of participants who changed a habit or procedure related to nutrition and health.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1400	1596

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Diabetes is a major cause of morbidity and mortality in the United States. Recent reports from the Centers for Disease Control and Prevention indicate that the prevalence of diabetes in West Virginia is the highest in the nation at 12.7%. There is a compelling need for quality diabetes education programs that help people to achieve effective self-care behaviors and behavior change.

**What has been done**

Dining with Diabetes is a community-based education program for adults with diabetes and their families. It combines self-management and nutrition education with cooking demonstrations and healthy recipes. Extension educators, in partnership with a local health care provider, deliver five different lessons, one per week for four weeks and a fifth lesson three months after the first.

**Results**

As a result of participating in the Dining with Diabetes program and changing habits and lifestyle practices which include diet, exercise, and compliance with medical regimens, post clinical data for participants(A1C tests) show a significant change over pre clinical data on matched t-tests.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
703	Nutrition Education and Behavior
802	Human Development and Family Well-Being
724	Healthy Lifestyle
801	Individual and Family Resource Management

**Outcome #6****1. Outcome Measures**

Number of West Virginian food handlers who were certified in SafeServ

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	{No Data Entered}	87

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The United States has the safest food supply in the world, although according to a 1999 published report by the CDC, Centers for Disease Control and Prevention, 76 million cases of gastrointestinal illnesses, 325,000 are hospitalized, and 5,000 Americans die each year from foodborne illness.

**What has been done**

West Virginia Extension agents and specialists conducted six ServSafe classes, a national food safety certification class. They also conducted food safety training sessions at/for farmers markets, grocery store employees, senior citizens centers, 4-H camp as part of a Healthy Foods class, and summer foods personnel. They produced radio spots, news articles, and newsletters,

**Results**

87 persons in West Virginia attained ServSafe Certification.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
703	Nutrition Education and Behavior
712	Protect Food from Contamination by Pathogenic Microorganisms, Parasites, and Naturally Occurring Toxins

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Competing Programmatic Challenges

**Brief Explanation**

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)
- During (during program)

**Evaluation Results**

**Key Items of Evaluation**

**Program #4**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Farm Management

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	30%			
205	Plant Management Systems	30%			
307	Animal Management Systems	40%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	10.0	0.0	0.0	0.0
<b>Actual</b>	6.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
200000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
186711	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The planned program includes the following initiatives: farm management, grassland management, sustainable agriculture, and value-added marketing. Within these initiatives, Extension faculty will develop curricula, conduct trainings, disseminate materials, and conduct research.

**2. Brief description of the target audience**

This program will target cattle producers participating in WV Beef Quality Assurance marketing pools and livestock producers who could benefit from these marketing practices, small farmers and limited resource farmers, primarily vegetable and fruit growers, but at another time, dairy and small-ruminant producing families will also be included. The audience can be divided into three sectors: 1) The professionals, namely the WVU Extension Agriculture and Natural Resources unit members who will ultimately provide the majority of the face-to-face contact and instruction. 2) The professionals of other agencies and allied businesses with whom we share our clientele. 3) The farm families themselves who are primarily beef producers, with the others involved in small ruminants, tree fruits, market gardens, dairy, contract poultry, and many smaller ones. The majority are part-time operations. The majority of these producers are farm owners who also have a farm woodlot to steward.

### V(E). Planned Program (Outputs)

#### 1. Standard output measures

##### Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	6000	20000	1500	3000
2008	16375	83717	3370	7014

#### 2. Number of Patent Applications Submitted (Standard Research Output)

##### Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

##### Patents listed

#### 3. Publications (Standard General Output Measure)

##### Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

### V(F). State Defined Outputs

#### Output Target

**Output #1****Output Measure**

- Number of training activities in farm management

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	60	53

**Output #2****Output Measure**

- Number of educational materials related to farm management created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	12	7

**Output #3****Output Measure**

- Number of educational materials about farm management distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	7500	127833

**Output #4****Output Measure**

- Number of people receiving educational materials.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	7500	127833

**Output #5****Output Measure**

- Number of new counties participating in farm management initiatives this year.

*Not reporting on this Output for this Annual Report*

**Output #6****Output Measure**

- Number of new outside organizations or groups participating in farm management initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	3	14

**Output #7****Output Measure**

- Number of new grants and contracts supporting farm management initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	2	3

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants in farm management initiatives who increased their knowledge.
2	Number of participants in farm management initiatives who change their attitudes or opinions.
3	Number of participants in farm management initiatives who improved their skill level.
4	Number of participants in farm management initiatives who increased their motivation to adopt a skill or accomplish an activity.
5	Number of participants in farm management initiatives who adopted a new skill.
6	Number of participants in farm management initiatives who changed a habit or procedure.
7	Number of groups or organizations that collaborated within the farm management program area.
8	Number of new initiatives in your program area that have been implemented by trainees of farm management initiatives.
9	Number of groups or organizations that changed their structure, philosophy, or mission because of participation in farm management programs.
10	Number of changes in economic conditions because of the efforts of farm management initiatives.

**Outcome #1****1. Outcome Measures**

Number of participants in farm management initiatives who increased their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	3000	1148

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Farm families need training in how to make long term, major management changes that alter the path that they follow into the future. These include changing their operations to include more sustainable production systems that are also more profitable. Another is to teach them to add value to their crops.

**What has been done**

A comprehensive educational effort employed that included many classroom sessions, farm visits, newspaper articles, and web lessons. 511 families learned the importance of cost per unit of production analysis.

**Results**

287 families conducted one or many cost per unit of production analyses to further their farm profitability or make major management changes.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
205	Plant Management Systems
307	Animal Management Systems
102	Soil, Plant, Water, Nutrient Relationships

**Outcome #2****1. Outcome Measures**

Number of participants in farm management initiatives who change their attitudes or opinions.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	2000	7072

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Farm families need training in how to make long term, major management changes that alter the path that they follow into the future. These include changing their operations to include more sustainable production systems that are also more profitable. Another is to teach them to add value to their crops.

**What has been done**

A comprehensive educational effort was employed that included many classroom sessions, farm visits, newspaper articles, and web lessons.

**Results**

After delivering a multi-year and multi-faceted risk management program through classroom, newspaper, newsletter, and face-to-face consultations, 1,768 families reported understanding the concept of risk awareness management and being more aware of the risk.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
307	Animal Management Systems
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems

**Outcome #3****1. Outcome Measures**

Number of participants in farm management initiatives who improved their skill level.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1200	740

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Keeping good records allows farmer to 'know' their businesses. Knowing and understanding their businesses allows managers to make comparisons and utilize the various tools and programs available to them. Most farm/farming decisions are driven by risk. Usually they are reluctant to changes as they have no idea of where their operations are and what impact a change will have. And good or bad, the family is able to tolerate the slim to non-existent profits they are experiencing now and they perceive a change as a 'shot in the dark.'

**What has been done**

1200 Day Journal and Record Keeping books were distributed.

NE SARE funded Decision Making grant was completed.

**Results**

740 participants kept better records.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
307	Animal Management Systems

**Outcome #4****1. Outcome Measures**

Number of participants in farm management initiatives who increased their motivation to adopt a skill or accomplish an activity.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	800	896

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Farm families need training in how to make long term, major management changes that alter the path that they follow into the future. These include changing their operations to include more sustainable production systems that are also more profitable. Another is to teach them to add value to their crops.

**What has been done**

A comprehensive educational effort employed that included many classroom sessions, farm visits, newspaper articles, and web lessons.

**Results**

224 families made a management change to reduce the risk in their operations. 13 farmers reported actually buying either a livestock risk protection policy or an adjusted gross revenue policy in this reporting year.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
307	Animal Management Systems
205	Plant Management Systems

**Outcome #5****1. Outcome Measures**

Number of participants in farm management initiatives who adopted a new skill.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	500	620

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Farmers need to make long-term, major management changes that alter the path they follow into the future. These include change their operations to include more sustainable production systems that are also more profitable. Another is to teach them to add value to their crops. The first place to start is reducing energy/tillage and herbicide use.

**What has been done**

A comprehensive educational effort employed that included many classroom sessions, farm visits, newspaper articles, and web lessons.

**Results**

155 farmers reduced tillage  
 314 reduced their use of herbicides  
 151 conducted energy audits

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
205	Plant Management Systems
307	Animal Management Systems
102	Soil, Plant, Water, Nutrient Relationships

**Outcome #6****1. Outcome Measures**

Number of participants in farm management initiatives who changed a habit or procedure.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	300	1452

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Managing risk or managing to be profitable while reducing risk is usually addressed in two ways: the immediate real time aspect where farmers decide what price to pay for their cattle, or which fertilizer they need, how to minimize income tax exposure, or to buy crop insurance. The other is long range where farm families begin to explore other management options available to them.

**What has been done**

WVU Extension has combined the training of tax preparers (professionals) with the training of farmers themselves in tax law and retirement implications.

**Results**

Because they participated in the educational program, 353 families report reducing their tax liability and 363 families have made the necessary management changes in their estate or retirement plan.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
307	Animal Management Systems
102	Soil, Plant, Water, Nutrient Relationships
205	Plant Management Systems

**Outcome #7****1. Outcome Measures**

Number of groups or organizations that collaborated within the farm management program area.

*Not reporting on this Outcome for this Annual Report*

**Outcome #8**

**1. Outcome Measures**

Number of new initiatives in your program area that have been implemented by trainees of farm management initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	3	8

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

WVU Extension's farm management program area has as its goal to prepare farm families to improve their understanding of the many risk management tools available to them to reduce risk associated with growing and selling farm products.

**What has been done**

WVU specialists conducted 53 different staff development-professional development sessions for staff and other USDA and professional service providers. They also held the PASA, PA vegetable growers workshop and the WV Small Farm conference.

**Results**

Eight faculty members built financial and risk management into their everyday programs. Six reported actually developing their own risk management programs.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
307	Animal Management Systems
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships

**Outcome #9****1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission because of participation in farm management programs.

*Not reporting on this Outcome for this Annual Report*

**Outcome #10****1. Outcome Measures**

Number of changes in economic conditions because of the efforts of farm management initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	250	592

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

West Virginia's farm families are fighting desperately to stay on the farm; in fact, they are trying so hard they take little time to manage and/or make management changes. There are two audiences: one is the established manager who has learned to survive with the markets and the other is a younger group of farmers who are not willing or able to rely on the small/commodity model and must have more income to stay on their farms.

**What has been done**

WVU Extension conducted 655 individual local or multicounty farm family training sessions across the state. Topics included: tax management, value adding, season extension, direct marketing, food pathways, estate planning, grant writing, risk management, local food systems. In addition, it held the PASA, PA vegetable growers workshop, and WV small farm conference.

**Results**

After attending value adding training, sustainable agriculture workshops, and employing basic risk management skills, 592 farmers reported an increase in profit or a reduction of loss.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
205	Plant Management Systems
307	Animal Management Systems
102	Soil, Plant, Water, Nutrient Relationships

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Competing Public priorities
- Competing Programmatic Challenges

**Brief Explanation****V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- 

**Evaluation Results****Key Items of Evaluation**

**Program #5**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

4-H Curriculum

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	33.0	0.0	0.0	0.0
<b>Actual</b>	13.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
300000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
406266	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
200000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The following initiatives will be accomplished within the 4-H Curriculum planned programs: charting, citizenship, Cloverbuds, community ATV safety, healthy lifestyles, post-secondary education, science, engineering, and technology (SET), youth leadership. 4-H Curriculum Program areas are designed to offer youth the opportunity to develop and strengthen skill sets enabling them to be successful in our evolving national and global market. By developing programs focusing on the National Mission Mandates (citizenship, healthy lifestyles, and science, engineering and technology), and infused with best practices associated with positive youth development, 4-H Curriculum Programs introduce and immerse youth in new and emerging issues and technologies that lay the foundation future success.

**2. Brief description of the target audience**

Youths 9 to 21 who are members of 4-H, the largest youth development program in West Virginia. The target audience also includes almost 6,000 adult leaders and other volunteers.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	28537	244418	52706	81435
2008	5788	67292	23714	48520

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	2	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1**

**Output Measure**

- Number of 4-H training activities.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	953	854

**Output #2**

**Output Measure**

- Number of 4-H educational materials distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	6862	15153

**Output #3**

**Output Measure**

- Number of of outside organizations participating in 4-H initiatives this year.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	41	800

**Output #4**

**Output Measure**

- Educational materials produced/updated

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	3013

**Output #5**

**Output Measure**

- Number of grants supporting the program

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	26

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	The number of youths in 4-H who will increase their knowledge.
2	Number of 4-H participants who changed their attitudes or opinions.
3	The number of 4-H participants who improved their skill level.
4	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
5	Number of 4-H participants who adopt a skill.
6	Number of 4-H participants who changed a habit or procedure.
7	Number of groups or organizations that collaborated with the 4-H program.
8	Number of groups or organizations that changed their structure, philosophy, or mission because of an intervention by the 4-H program.

**Outcome #1****1. Outcome Measures**

The number of youths in 4-H who will increase their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	4532	12057

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The youth of West Virginia are faced with a vast array of emerging issues that impact their state, nation and world. As the nation and world grapple with the current economic situation, our youth will have to be able to adapt to unprecedented changes in order to compete successfully in the world market. 4-H Curriculum program areas are designed to offer youth the opportunity to develop and strengthen skill sets enabling them to be successful in our evolving national and global market.

**What has been done**

This planned program offered programs focusing on the National Mission Mandates (citizenship, healthy lifestyles, and science, engineering and technology), and infused them with best practices associated with positive youth development. 4-H Curriculum programs introduced and immersed youth in new and emerging issues and technologies that lay the foundation future success.

**Results**

Over 12,000 youth increased targeted knowledge as related to educational objectives of 4-H Curriculum Programs

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2****1. Outcome Measures**

Number of 4-H participants who changed their attitudes or opinions.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1150	7717

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Youth frequently develop inaccurate attitudes and opinions of themselves and others.

**What has been done**

4-H educational programs were developed to focus on positive youth decision making skills and belief structures.

**Results**

Over 7700 youth positively changed attitudes and opinions of themselves and others.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #3****1. Outcome Measures**

The number of 4-H participants who improved their skill level.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	12724	8123

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Many youth graduate high school without attaining needed skills to succeed in the professional environment.

**What has been done**

4-H educational programs were developed to focus on targeted life skill development of youth participants, particularly in the areas of citizenship, healthy lifestyles, and science, engineering and technology.

**Results**

Over 8,100 youth demonstrated increased skill development in targeted life skill areas.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #4****1. Outcome Measures**

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	107	7794

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Many youth have difficulty setting and accomplishing goals or developing skill sets to enhance their lives.

**What has been done**

4H programming was designed to enhance the ability of youth to set and accomplish goals

**Results**

Nearly 7,800 youth were observed utilizing newly attained skills to set and accomplish goals. This number equals about one-third of the number of youth participating in 4-H curriculum programs.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #5****1. Outcome Measures**

Number of 4-H participants who adopt a skill.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	400	6329

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Many youth are not exposed to educational programs geared to enhance skill adoption and are therefore not prepared for career exploration.

**What has been done**

4-H programming targets life skill development associated with adoption of skill sets believed to enhance youth success in their adult life.

**Results**

Over 6,300 youth reported or were observed adopting skill sets that will allow them to increase their ability to compete nationally and globally.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #6**

**1. Outcome Measures**

Number of 4-H participants who changed a habit or procedure.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1677	6023

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Developing appropriate habits is an essential skill set for youth to learn.

**What has been done**

4H programming was designed to enhance the ability of youth to form healthy habits and/or procedures.

**Results**

Over 6,000 youth reported or were observed increasing their ability to form healthy habits and/or procedures.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #7****1. Outcome Measures**

Number of groups or organizations that collaborated with the 4-H program.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	30	664

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

It is essential to have community buy-in regarding all 4-H programming.

**What has been done**

Efforts were made to infuse community, state and national entities into 4-H programs to help enhance programming.

**Results**

664 new individuals and/or private/public entities combined efforts with 4-H to enhance youth development programming.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**Outcome #8****1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission because of an intervention by the 4-H program.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	53	206

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Service organizations must adapt to local needs.

**What has been done**

4-H Curriculum programs offered local organizations opportunities to increase their effectiveness by offering volunteer training programs.

**Results**

Over 200 West Virginia organizations enhanced their structure, philosophy, and/or mission as a result 4-H Curriculum programming.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Other (Funding sources and funding oppo)

**Brief Explanation****V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)
- During (during program)

**Evaluation Results**

Evaluation question: Does the 4-H health Officer program impact youth decision making skills related to healthy diet?

A survey for parents examines the perception of the parent as it relates to healthy behaviors of their child after participating in the 4-H Club Health Officer program.

Results showed that over 50% of the parents reported an increased interest in having healthy foods at home; 41% of the youth tried new foods; 88% reported their children ate only when hungry as a result of the Healthy Choices Program. Also, parents reported a 30% increase with their children choosing healthy foods when eating out. The parents' responses showed significant relationships between

Health Planner usage and eating only when the child was hungry, as well as between eating just right portions of food when hungry enhanced healthy eating habits. Interestingly, there was a significant relationship between choosing healthy foods when eating out and trying new foods. Program success was also seen in a significant relationship between choosing healthy foods when a child was hungry and between the usage of the "Just Right" Portions Health Handouts and eating at fast food restaurants, meaning that when children do eat at fast food establishments, they opt for healthy portions of food.

#### **Key Items of Evaluation**

**Program #6****V(A). Planned Program (Summary)****1. Name of the Planned Program**

Workforce Development

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
402	Engineering Systems and Equipment	10%			
723	Hazards to Human Health and Safety	30%			
724	Healthy Lifestyle	10%			
803	Sociological and Technological Change Affecting Individuals, Families and Communities	50%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	9.0	0.0	0.0	0.0
<b>Actual</b>	1.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
92843	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

The Workforce Development planned program includes the following initiatives: Life Fire Training, Junior Fire Fighter Camp, Aircraft Rescue Firefighting, Institute for Labor Studies and Research, Safety and Health Extension, and WV State Fire Institute. Activities include an annual fire school with 300 participants; simulation activities on aircraft; training for airports staff; safety and health training modules and classes in construction and general industry, and fall protection training in residential and modular home building; funding mechanisms (including grants, contracts, and fees for services) that provide stability and room for growth to provide its research, training, and other services to employers, workers, and unions at a reasonable cost; resources from the entire WVU employee population and other state and local government and private entities to provide occupational safety and health services; classes for veteran and novice union representatives; curricula addressing both current labor issues and historical events that provide context for understanding; conferences relevant to workers, union members and leaders, and other activists and conduct classes for conference attendees; residential programs in collaboration with specific labor unions and organizations, conduct classes for program participants relevant to the specific sponsoring body, and provide networking opportunities for program participants; classes on safety and health topics relevant to workers and their workplaces; training to young workers learning employment skills; multimedia presentations for union members and individuals interested in labor history, including youth.

**2. Brief description of the target audience**

Firefighters, EMS, law enforcement, first responders, upper management in the fire services, airport personnel, the general population, people who seek to implement or assist in the implementation of individual or employer compliance with state, federal, and local safety and health legislation, employers/owners of businesses, volunteers, immigrants, migrant workers, youth, disabled community members, and older adults.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	7000	20000	400	2500
2008	11449	51657	719	100

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	2	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities in workforce development.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	300	434

**Output #2****Output Measure**

- Number of educational materials in workforce development created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	12	23

**Output #3****Output Measure**

- Number of new counties participating in workforce development initiatives.

*Not reporting on this Output for this Annual Report*

**Output #4****Output Measure**

- Number of educational materials in workforce development distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	7000	11385

**Output #5****Output Measure**

- Number of new counties participating in workforce development initiatives this year.

*Not reporting on this Output for this Annual Report*

**Output #6****Output Measure**

- Number of new outside organizations or groups participating in workforce development initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	15	9

**Output #7****Output Measure**

- Number of new grants and contracts supporting initiatives in workforce development.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	50	5

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of groups or organizations that collaborated with workforce development initiatives.
2	Number of participants in workforce development programs who increase their knowledge.
3	Number of participants in workforce development programs who improve a skill.
4	Number of participants in workforce development programs who change an attitude or increase motivation.
5	Number of participants in workforce development programs who gained new employment.

**Outcome #1****1. Outcome Measures**

Number of groups or organizations that collaborated with workforce development initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	15	20

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Workers in WV and OSHA Region III are experiencing preventable job-related injuries and illnesses. WVUSHE activities provide knowledge and methods which can be used to mitigate and prevent such occurrences. Similarly because the face of the workforce and the nature of work are changing, veteran and novice union representatives need to be kept up-to-date on current labor issues. Firefighters in WV need to be kept up-to-date on the latest techniques and regulations.

**What has been done**

Classes are held for many businesses, organizations, and trade unions including OSHA Education Center for OSHA's Region III, contractual projects for construction and general industry, the WV Farm Bureau, the WV Department of Agriculture, employers throughout WV, veteran and novice union representatives, WV Aeronautics Commission, WV Department of education, WV State Firemen's Association, WV Professional Fire Chiefs Association, Kidde Fire Trainers, and the WV State Fire Marshal's Office.

**Results**

Collaboration efforts with associations and businesses related to workforce development have increased.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
723	Hazards to Human Health and Safety
402	Engineering Systems and Equipment
724	Healthy Lifestyle
803	Sociological and Technological Change Affecting Individuals, Families and Communities

**Outcome #2****1. Outcome Measures**

Number of participants in workforce development programs who increase their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	500	950

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Workers in WV and OSHA Region III are experiencing preventable job-related injuries and illnesses. WVUSHE training, research, and service activities provide knowledge and methods which can be used to mitigate and prevent such occurrences.

**What has been done**

Training programs for contracted organizations and WVU employees through the OSHA Education Center for OSHA's Region III.

**Results**

Trainees/learners gained knowledge and skill levels that allow safer, healthier work habits and actions, Trainers/instructors are able to effectively interact with adult learners to impart the knowledge and desire to work more in safer and healthier ways.

--25% increase in scores from pre to post test (n=950). Two-tailed P value is less than 0.0001. Change in scores statistically significant.

--86% of students believed Always or Often the training addressed hazards that they experienced on the worksite.

--83% will Always or Often make use of the training on the jobsite.

--94% agreed that the safe alternatives in the training were applicable in the real world.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
402	Engineering Systems and Equipment
723	Hazards to Human Health and Safety
724	Healthy Lifestyle

**Outcome #3****1. Outcome Measures**

Number of participants in workforce development programs who improve a skill.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	40	891

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The labor movement is facing a number of changes on both a state and national level. Not only are labor unions and organizations faced with ideological questions, but the face of the workforce and even the nature of work are changing. With this in mind, labor groups will need to maintain a sense of continuity while simultaneously addressing new issues that arise. It will also be important to foster an atmosphere of solidarity so that labor groups are able to pool their resources.

**What has been done**

In 2008, Institute of Labor Studies and Research faculty taught 43 classes that represented 303 hours of instruction time. Throughout the year, this educational initiative reached 891 participants. Included in this initiative were three week long residential training programs and one three day residential program for various international labor organizations. Additionally, we also coordinated and conducted two multi day issue oriented conferences that focused on women's issues, labor law and leadership capacity building.

**Results**

Due to the training we provided, union members and leaders developed increased capacity to address specific issues in the workplace and in their communities. A number of our Central Labor Councils are performing more community outreach in order to strengthen their organizations and improve collaborative opportunities.

#### 4. Associated Knowledge Areas

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
724	Healthy Lifestyle
723	Hazards to Human Health and Safety
402	Engineering Systems and Equipment

#### Outcome #4

##### 1. Outcome Measures

Number of participants in workforce development programs who change an attitude or increase motivation.

*Not reporting on this Outcome for this Annual Report*

#### Outcome #5

##### 1. Outcome Measures

Number of participants in workforce development programs who gained new employment.

*Not reporting on this Outcome for this Annual Report*

#### V(H). Planned Program (External Factors)

##### External factors which affected outcomes

- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges

##### Brief Explanation

#### V(I). Planned Program (Evaluation Studies and Data Collection)

##### 1. Evaluation Studies Planned

- After Only (post program)
- Before-After (before and after program)
- During (during program)
- Case Study
- Comparisons between program participants (individuals,group,organizations) and non-participants

##### Evaluation Results

**Methods of evaluation**

- Survey, pre/post tests, field observation, interviews

**Evaluations Tools:**

- Post training questionnaire, post-post questionnaire, post training work site inspection / visit, post questionnaire of receipt of self-guided DVD training DVD, post training interviews

**Results**

- 25% increase in scores from pre to post test (n=950). Two-tailed P value is less than 0.0001. Change in scores statistically significant.
- 86% of students believed Always or Often the training addressed hazards that they experienced on the worksite.
- 83% will Always or Often make use of the training on the jobsite.
- 94% agreed that the Safe Alternatives in the training were applicable in the real world.

**Key Items of Evaluation**

**Program #7**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Global Education

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
606	International Trade and Development	5%			
611	Foreign Policy and Programs	5%			
704	Nutrition and Hunger in the Population	5%			
802	Human Development and Family Well-Being	10%			
805	Community Institutions, Health, and Social Services	25%			
806	Youth Development	50%			
<b>Total</b>		<b>100%</b>			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	0.5	0.0	0.0	0.0
<b>Actual</b>	4.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
100000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
81164	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

Activities in the global education planned program include: WVU International 4-H Youth Exchange (IFYE) Program, WV Community Educational Outreach Service (CEOS) – International Student Scholarship, The West Virginia 4-H Global Challenge with Heifer International, the WVU Extension "4-H Youth Development GlobalResource Notebook", CHISPA Outreach (Spanish Language and Cultures) for Middle and High School Students, WVU summer graduate course for teachers in the Eastern area of the state, "Understanding the Hispanic Student in Your Classroom" . The Global Education planned program seeks to increase the integration of global education curriculum into the 4-H program. Team members hold workshops and sessions at West Virginia Association of Extension 4-H and Family and Consumer Sciences Agents Spring Conference and sessions at Extension Annual meeting. The team members implement the WVU – University of Guanajuato (Mexico) 4-H Volunteer Service Project and the WVU 4-H youth development initiative in the Patagonia region of Chile. They also conduct the WVU Cultural Attachés Program/ Latin America and collaborate with WVU colleagues on organizing campus presentations by representatives from different countries. Extension chaired the committee that organized the campus visit and presentation by the attaché from the Embassy of Mexico.

## 2. Brief description of the target audience

Extension faculty, staff, students, and volunteers and Extension clientele. The result is a skilled, flexible Extension organization that is better-prepared to respond to the needs of communities, businesses, workforce, farmers, children, youth, and families affected by cultural diversity and global interdependence.

## V(E). Planned Program (Outputs)

### 1. Standard output measures

#### Target for the number of persons (contacts) reached through direct and indirect contact methods

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	1000	5000	15000	25000
2008	1816	7000	5000	10000

### 2. Number of Patent Applications Submitted (Standard Research Output)

#### Patent Applications Submitted

Year	Target
Plan:	0
2008 :	0

#### Patents listed

### 3. Publications (Standard General Output Measure)

#### Number of Peer Reviewed Publications

	Extension	Research	Total
Plan	0	0	
2008	0	0	0

## V(F). State Defined Outputs

### Output Target

**Output #1****Output Measure**

- Number of training activities in global education. .

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	10	10

**Output #2****Output Measure**

- Number of educational materials on global education created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	8	12

**Output #3****Output Measure**

- Number of people receiving educational materials in global education.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	5000	4000

**Output #4****Output Measure**

- Number of new counties participating in global education initiatives this year.

*Not reporting on this Output for this Annual Report*

**Output #5****Output Measure**

- Number of new outside organizations or groups participating in global education initiatives this year.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	5	16

**Output #6****Output Measure**

- Number of new grants and contracts supporting initiatives in global education.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1	2

**Output #7****Output Measure**

- Presentations intended to create awareness of global issues

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	100

**Output #8****Output Measure**

- Fund raising activities

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	3

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who increased their knowledge about global education.
2	Number of participants who changed their attitudes or opinions about global education.
3	Number of participants who improved their skill level with regard to global education.
4	Number of participants who increased their motivation to adopt a skill or accomplish an activity in global education.
5	Number of participants in global education initiatives who adopt a skill.
6	Number of participants in global education initiatives who changed a habit or procedure.
7	Number of groups or organization that collaborate with global education initiatives.
8	Number of participants who improved their lives because of global education initiatives.
9	Number of groups or organizations that changed their structure, philosophy, or mission because of global education initiatives.
10	Number of changes in social conditions do to global education initiatives.

**Outcome #1****1. Outcome Measures**

Number of participants who increased their knowledge about global education.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	6000	5600

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

WVU Extension's responsibility is to help West Virginians become globally aware. This means seeing and understanding that the U.S., West Virginia, and our citizens are part of the global dimension and not separate from it. Our mission needs to incorporate the requirements of a changing environment, one that is now characterized by global inter-relationships and increasing cultural diversity. The Global Education Team was established to develop a structure to internationalize Extension curriculum and programs.

**What has been done**

Classes for teachers to help them understand Hispanics  
 CHISPA Spanish immersion programs  
 Use of raccoon circles with 4-H youth - technique from Mexico  
 Presentations at 4-H camps

**Results**

Pre- and post-tests at teacher's classes about understanding Hispanics indicated an increase in knowledge of Hispanic culture.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
805	Community Institutions, Health, and Social Services
606	International Trade and Development
704	Nutrition and Hunger in the Population
611	Foreign Policy and Programs
802	Human Development and Family Well-Being

**Outcome #2****1. Outcome Measures**

Number of participants who changed their attitudes or opinions about global education.

*Not reporting on this Outcome for this Annual Report*

**Outcome #3****1. Outcome Measures**

Number of participants who improved their skill level with regard to global education.

*Not reporting on this Outcome for this Annual Report*

**Outcome #4**

**1. Outcome Measures**

Number of participants who increased their motivation to adopt a skill or accomplish an activity in global education.

*Not reporting on this Outcome for this Annual Report*

**Outcome #5**

**1. Outcome Measures**

Number of participants in global education initiatives who adopt a skill.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	50	650

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

The global education planned program seeks to improve local county Extension programs by helping faculty and staff expand their sensitivity to other cultures. Language study is an important way to accomplish this goal.

**What has been done**

CHISPA Spanish immersion programs

**Results**

Reports by teachers indicate that students have improved their facility with the Spanish language during the class and over time.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
802	Human Development and Family Well-Being
806	Youth Development

**Outcome #6**

**1. Outcome Measures**

Number of participants in global education initiatives who changed a habit or procedure.

*Not reporting on this Outcome for this Annual Report*

**Outcome #7**

**1. Outcome Measures**

Number of groups or organization that collaborate with global education initiatives.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	25	2

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Provide Extension personnel with the opportunity for involvement in international projects and domestic development efforts.

Improve local county Extension programs by helping faculty and staff expand their sensitivity to other cultures and apply their knowledge of other Extension approaches to local problems.

Involve Extension clientele in global education programs and increase their comprehension of how international understanding affects their daily lives.

**What has been done**

Educational/consulting trips to Mexico, and Chile with WV 4-H teams and WVU Extension faculty members.

Visitors from Canada to West Virginia

**Results**

Two 4-H groups in Mexico have enhanced their efforts in youth development.

4-H youth from WV have increased their understanding of other cultures and have gained skills in teaching and leadership.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
606	International Trade and Development
611	Foreign Policy and Programs

**Outcome #8****1. Outcome Measures**

Number of participants who improved their lives because of global education initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	100	5

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The global education plan program involves Extension clientele in global education programs and increases their comprehension of how international understanding affects their daily lives.

**What has been done**

The International 4-H Youth Exchange (IFYE) Program sent five students to other countries including Germany, Austria, Mexico, and Chile. Upon return to the U.S.A., these students toured WV and made presentations at 4-H and CEOS clubs.

**Results**

Students who traveled and worked in other countries gained an appreciation of other cultures, learned to communicate with people who speak a different language, and gained leadership skills, including the ability to make presentations to groups.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development
606	International Trade and Development
611	Foreign Policy and Programs

**Outcome #9****1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission because of global education initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	2	2

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Enhanced capability of Extension faculty and staff to prepare West Virginia citizens to succeed and live responsibly in the global society.

A skilled, flexible Extension organization that is better-prepared to respond to the needs of communities, businesses, workforce, farmers, children, youth, and families affected by cultural diversity and global interdependence.

**What has been done**

The office of the WVU Associate Provost for Extension and Outreach was asked to increase its financial contribution to global education.

4-H leader organizations were asked to increase their funding for scholarships for youth who travel to other countries.

**Results**

Funding for global education from the Office of the Provost for Extension and Outreach was increased.

The Associate Provost for Extension and Outreach, himself, traveled to Mexico and interacted with farmers and 4-Hers there.

Scholarship money from 4-H associations for foreign travel increased.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
606	International Trade and Development
611	Foreign Policy and Programs

805	Community Institutions, Health, and Social Services
806	Youth Development

**Outcome #10****1. Outcome Measures**

Number of changes in social conditions do to global education initiatives.

*Not reporting on this Outcome for this Annual Report*

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Government Regulations
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

Now that that the projects abroad are becoming established and interest in Extension is increasing, we need to develop a more formal process for selecting faculty and staff participants.We need to continue to expand modestly the number of countries where International 4-H Youth Exchange (IFYE) placements are available.By 2010, we hope to have Chile and Scotland. Currently, we can provide placements in Germany, Austria, and Luxemburg.

**V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- Before-After (before and after program)
- During (during program)
- Time series (multiple points before and after program)
- Case Study

**Evaluation Results**

With regard to the graduate classfor educators on understanding Hispanics, a variety of evidence supports the conclusion that the course was successful in achieving its goals and objectives.Forty educators completed the course successfully. Students reported that significant learning and greater awareness resulted from their participation in the course. In order to determine the outcomes and impacts from the course, I prepared and sent a post – course questionnaire to students, asking the following questions.

- Purpose of your implementation plan or strategy.
- Brief description of progress in meeting your goals and objectives.
- Value of the course in helping you to achieve your purposes.
- Ideas or rationale for any subsequent modifications or replications of your plan or strategy.
- Additional comments, observations or realizations about your plan or strategy.

I have attempted to provide a distinct and quantitative analysis of responses to the questionnaire in order to document impacts with more specificity.The analysis summary follows, based on ten responses, 25% of the class.

- 60% reported some or significant progress in meeting their goals & objectives.
- 90% found the course valuable toward achieving their plan.
- 50% expressed ideas for plan modification or replication.
- 90% indicated satisfaction with taking the course.

**Key Items of Evaluation**

**Program #8****V(A). Planned Program (Summary)****1. Name of the Planned Program**

Culture, Tourism, and Experiential Education

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
605	Natural Resource and Environmental Economics	20%			
801	Individual and Family Resource Management	10%			
803	Sociological and Technological Change Affecting Individuals, Families and Communities	20%			
805	Community Institutions, Health, and Social Services	10%			
806	Youth Development	10%			
903	Communication, Education, and Information Delivery	30%			
	<b>Total</b>	<b>100%</b>			

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	2.0	0.0	0.0	0.0
<b>Actual</b>	9.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
0	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
835590	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
0	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

This planned program includes initiatives in experiential learning, fairs and festivals held locally and at WVU Jackson's Mill Conference Center, "Historic Areas," "History Hits the Road," "Tourism, and Culture and Arts." Includes activities such as conducting programs at two fairs or festivals per year, recruiting volunteer visitors, conducting site visits, writing recommendations and following progress, and working with local festival boards and the WV Fairs and Festivals Association. The planned program also offers trainings in experiential learning for Extension teams and youth.

**2. Brief description of the target audience**

This program is directed toward fair and festival boards, local community-based organizations, elected officials, community leaders, and community residents. It also targets Extension team members and youth in schools and 4-H clubs.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	17000	50000	18000	50000
2008	9118	92068	6503	41808

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities in culture, tourism or experiential learning.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	25	67

**Output #2****Output Measure**

- Number of educational materials on culture, tourism, or experiential learning that has been created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	5	32

**Output #3****Output Measure**

- Number of educational materials in culture, tourism, or experiential education that are distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	5000	11195

**Output #4****Output Measure**

- Number of people receiving educational materials.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	5000	15035

**Output #5****Output Measure**

- Number of new counties participating in culture, tourism and experiential learning initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	10	16

**Output #6****Output Measure**

- Number of new outside organizations or groups that are participating in culture, tourism, and experiential learning initiatives with Extension.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	10	91

**Output #7****Output Measure**

- New grants and contracts

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	31

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who increased their knowledge about culture, tourism, or experiential learning.
2	Number of participants who changed their attitudes or opinions about culture, tourism, or experiential learning.
3	Number of participants who improved their skill level with regard to culture, tourism, or experiential learning.
4	Number of participants in cultural, tourism, or experiential learning initiatives who increased their motivation to adopt a skill or accomplish an activity.
5	Number of groups or organizations that collaborated with you within your program area.
6	Number of changes in the physical environment due to cultural, tourism, or experiential initiatives.

**Outcome #1****1. Outcome Measures**

Number of participants who increased their knowledge about culture, tourism, or experiential learning.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	450	886

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

WV is rich in cultural history. By passing on the cultural history of the state and region, adults and youth gain appreciation of their heritage and lessons they can use to enhance the quality of life in WV.

**What has been done**

WVU Extension creates and implements cultural arts programs at the local and county level. 886 adults and youth attended these programs.

**Results**

At one cultural arts program, participants gained an understanding of life in the 1700's focusing on the Ohio River Valley as they participated in a living history program that introduces young people to their heritage.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
605	Natural Resource and Environmental Economics
803	Sociological and Technological Change Affecting Individuals, Families and Communities
801	Individual and Family Resource Management
903	Communication, Education, and Information Delivery
806	Youth Development
805	Community Institutions, Health, and Social Services

**Outcome #2****1. Outcome Measures**

Number of participants who changed their attitudes or opinions about culture, tourism, or experiential learning.

*Not reporting on this Outcome for this Annual Report*

**Outcome #3****1. Outcome Measures**

Number of participants who improved their skill level with regard to culture, tourism, or experiential learning.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	9000	8339

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

At local county fairs, vendors made money and promoted their products and food, singers make money and received recognition, new partners for WVUES are brought in, and money from out of state is brought to the area/economy. New volunteer leadership is developed and 4-H programming is enhanced.

**What has been done**

WVUES assists county agents in conducting local county fairs. 12 counties reported outputs and 8339 individuals participated. At these fairs, displays are set up informing the public about Extension programs such as CEOS (homemakers), 4-H, livestock programs, and health and nutrition programs.

**Results**

Youth who participate in county fair and livestock projects with their parents improve skills related to livestock production and care and presentation skills. At one county fair, more than 150 ribbons and \$200 in premiums were awarded for 4-H project exhibits. More than 80 animals sold for more than \$30,000 at the livestock sale.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
903	Communication, Education, and Information Delivery
803	Sociological and Technological Change Affecting Individuals, Families and Communities
801	Individual and Family Resource Management
605	Natural Resource and Environmental Economics
805	Community Institutions, Health, and Social Services

**Outcome #4****1. Outcome Measures**

Number of participants in cultural, tourism, or experiential learning initiatives who increased their motivation to adopt a skill or accomplish an activity.

*Not reporting on this Outcome for this Annual Report*

**Outcome #5****1. Outcome Measures**

Number of groups or organizations that collaborated with you within your program area.

*Not reporting on this Outcome for this Annual Report*

**Outcome #6****1. Outcome Measures**

Number of changes in the physical environment due to cultural, tourism, or experiential initiatives.

*Not reporting on this Outcome for this Annual Report*

**V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Economy
- Appropriations changes
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

**V(I). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- After Only (post program)
- During (during program)

**Evaluation Results**

**Key Items of Evaluation**

**Program #9**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Community Development

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
602	Business Management, Finance, and Taxation	10%			
603	Market Economics	10%			
604	Marketing and Distribution Practices	10%			
607	Consumer Economics	10%			
608	Community Resource Planning and Development	30%			
610	Domestic Policy Analysis	10%			
803	Sociological and Technological Change Affecting Individuals, Families and Communities	10%			
805	Community Institutions, Health, and Social Services	10%			
<b>Total</b>		<b>100%</b>			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	7.0	0.0	0.0	0.0
<b>Actual</b>	20.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
200000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
1366239	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The Community Development planned program includes the following initiatives: The Power of Ten: A Downtown Revitalization Curriculum for Small Towns, The First Impressions Program, Independent Retail Assessment Program (IRAP), Government Planning & Public Policy, and Business Retention & Expansion, Local government officials and community-based organizations across the state are interested in initiating downtown revitalization programs to improve their community's capacity to attract and retain businesses and make it a more desirable place to live, work, and visit. Extension specialists and agents are being called upon to provide communities with information and new research-based programs related to downtown revitalization, community appearance and design, and community planning.

**2. Brief description of the target audience**

Local businesses, community-based organizations, elected officials, community leaders, community residents, and WVU-ES professionals.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	500	1500	50	100
2008	1954	12748	192	856

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	1	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities in community development.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	12	102

**Output #2****Output Measure**

- Number of educational materials in community development created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	20	90

**Output #3****Output Measure**

- Number of educational materials in community development distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	12	2199

**Output #4****Output Measure**

- Number of people receiving educational materials related to community development.

*Not reporting on this Output for this Annual Report*

**Output #5****Output Measure**

- Number of new counties participating in community development initiatives this year.

*Not reporting on this Output for this Annual Report*

**Output #6****Output Measure**

- Number of new outside organizations or groups participating in community development initiatives this year.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	25	77

**Output #7****Output Measure**

- Number of new grants and contracts supporting initiatives in community development.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	5	2

**Output #8****Output Measure**

- Number of public officials receiving education, training, and materials through community development programmatic efforts.

*Not reporting on this Output for this Annual Report*

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who increased their knowledge of community development.
2	Number of participants who changed their attitudes or opinions of issues related to community development.
3	Number of participants who improved skills related to community development.
4	Number of groups or organizations that collaborate with WVU-ES community development initiatives.
5	Number of new initiatives in community development that have been implemented by WVU-ES.
6	Amount of money raised by program participants that supports community development initiatives.
7	Number of groups or organizations that changed their structure, philosophy, or mission due to community development initiatives.
8	Number of changes in the physical environment related to community development initiatives.
9	Number of changes in social conditions due to community development initiatives.
10	Number of changes in economic conditions due to community development initiatives.

**Outcome #1****1. Outcome Measures**

Number of participants who increased their knowledge of community development.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	3000	1227

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Nationally, downtowns and main street areas - once the primary location of retail goods and services and the focal point for many other social and cultural activities - have experienced dramatic decline since in the 1950s. West Virginia's downtowns have not been immune to the forces that have contributed to this decline.

**What has been done**

Power of Ten Summit  
Downtown Revitalization training at CDT  
Downtown Revitalization session for City of Weirton  
Board training sessions for Mineral County  
Planning Commission and EDA.

**Results**

The community teams that participated in the Power of Ten Summit gave very high scores to the overall educational value of the training and the materials they received. Early indications are that most of the teams that participated intend to transform the lessons learned and plans developed into action in their home communities. Key indicators related to the educational meaning and value of the summit scored at least 4.20 on a five-point scale.

Curriculum	4.20
Value of the materials	4.27
Overall educational value	4.33

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
603	Market Economics
607	Consumer Economics
604	Marketing and Distribution Practices
805	Community Institutions, Health, and Social Services
610	Domestic Policy Analysis
803	Sociological and Technological Change Affecting Individuals, Families and Communities
608	Community Resource Planning and Development
602	Business Management, Finance, and Taxation

**Outcome #2****1. Outcome Measures**

Number of participants who changed their attitudes or opinions of issues related to community development.

*Not reporting on this Outcome for this Annual Report*

**Outcome #3**

**1. Outcome Measures**

Number of participants who improved skills related to community development.

*Not reporting on this Outcome for this Annual Report*

**Outcome #4**

**1. Outcome Measures**

Number of groups or organizations that collaborate with WVU-ES community development initiatives.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	20	11

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

One of the primary goals of the community development planned program team is for WVU Extension to become known as a source of information and programs on downtown revitalization and to be sought out as a partner for other groups doing similiar work.

**What has been done**

The 'Power of 10 Summit' event was the end result of planning a new program curriculum and statewide downtown revitalization conference over the last 18 months. It drew a large attendance which included county commission members, educators, and government officials.

**Results**

As a result of the development of the curriculum and the conference, the Community Development Team developed many partnerships including Main Street WV, Project for Public Spaces, Create WV, and relationships with eight small towns throughout West Virginia.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
607	Consumer Economics
602	Business Management, Finance, and Taxation
805	Community Institutions, Health, and Social Services
603	Market Economics
608	Community Resource Planning and Development
803	Sociological and Technological Change Affecting Individuals, Families and Communities
610	Domestic Policy Analysis
604	Marketing and Distribution Practices

**Outcome #5**

**1. Outcome Measures**

Number of new initiatives in community development that have been implemented by WVU-ES.

*Not reporting on this Outcome for this Annual Report*

**Outcome #6**

**1. Outcome Measures**

Amount of money raised by program participants that supports community development initiatives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #7**

**1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission due to community development initiatives.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	5	4

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Downtown revitalization programs have helped increase the efforts of community-based organizations and local citizens to conduct downtown revitalization programs with the goal of drawing new people to their communities and improving the quality of life for citizens.

**What has been done**

The First Impressions Program continues to be a valuable program for presenting ideas and training on downtown revitalization issues. Presentations were given to community groups in Weirton, Keyser and surrounding small communities in Mineral County

**Results**

1) The WVU Community Economic Workforce Development unit has been established as a reputable source for downtown revitalization information; 2) the Brooke County plan has been completed and used by the regional planning entity for work related to Brownfield development and is guiding the development of ordinances to regulate ATV use, property subdivision, and adult-oriented entertainment in the county; 3) the plan for Bethany is ready to go to public hearing and has caused the town to think about its future development options with regard to Bethany College; 4) Mineral County has two sections of its plan ready for review; 5) Hampshire County has a draft plan ready to be reviewed and is planning a stakeholder forum for next year; 6) Grant County has gathered public input that will be useful in shaping the direction of its plan.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
603	Market Economics
803	Sociological and Technological Change Affecting Individuals, Families and Communities
607	Consumer Economics
805	Community Institutions, Health, and Social Services
610	Domestic Policy Analysis
608	Community Resource Planning and Development
604	Marketing and Distribution Practices
602	Business Management, Finance, and Taxation

**Outcome #8**

**1. Outcome Measures**

Number of changes in the physical environment related to community development initiatives.

*Not reporting on this Outcome for this Annual Report*

## **Outcome #9**

### **1. Outcome Measures**

Number of changes in social conditions due to community development initiatives.

### **2. Associated Institution Types**

•1862 Extension

### **3a. Outcome Type:**

Change in Condition Outcome Measure

### **3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	5	8

### **3c. Qualitative Outcome or Impact Statement**

#### **Issue (Who cares and Why)**

Many cities and towns across the state are taking on the challenge of reestablishing their downtowns as vibrant centers of community life and commerce. There is a renaissance in downtowns, and a growing understanding has dawned: the vitality of downtown has a huge influence on the overall health of the community. Local government officials and community-based organizations are interested in initiating downtown revitalization programs.

#### **What has been done**

Business retention and expansion, downtown revitalization program.

#### **Results**

New local initiatives to improve the quality of life in communities and towns in West Virginia were reported. Roane and Boone counties reported activities related to downtown revitalization. Wetzel County reported planning and policy-related activities; and Mercer, Tyler, Wayne, Wetzel, and Wyoming counties reported other community development activities.

### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
610	Domestic Policy Analysis
805	Community Institutions, Health, and Social Services
607	Consumer Economics
602	Business Management, Finance, and Taxation
803	Sociological and Technological Change Affecting Individuals, Families and Communities
604	Marketing and Distribution Practices
608	Community Resource Planning and Development
603	Market Economics

## **Outcome #10**

### **1. Outcome Measures**

Number of changes in economic conditions due to community development initiatives.

*Not reporting on this Outcome for this Annual Report*

## **V(H). Planned Program (External Factors)**

**External factors which affected outcomes**

- Economy
- Appropriations changes
- Competing Public priorities
- Competing Programmatic Challenges
- Populations changes (immigration,new cultural groupings,etc.)

**Brief Explanation**

**V(l). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Case Study
- Comparisons between program participants (individuals,group,organizations) and non-participants
- Comparison between locales where the program operates and sites without program intervention

**Evaluation Results**

A participant evaluation was conducted for the Power of Ten Summit – the team’s main activity this year. The general evaluation asked participants to rate the various aspects of the conference on a five-point scale as well as to provide feedback about how to improve the process. Separate evaluations were also done for each training session. Follow-up evaluation is planned to determine the impact of the education and training provided during the Summit. Additionally, each state level program and local initiative is evaluated as they occur. In future years, using the information collected from program evaluations and other data, the team will be in a position to write a summary report and critique for future program development.

#### Results of Power of Ten Summit Evaluation

- The Community Development Team broadened their individual skills and education through innovative "placemaking" training.
- The development of a first-rate, unique curriculum on downtown revitalization. The curriculum included many hands on sessions. Participants were led through a step-by-step process they will be able to take home to engage local stakeholders, quickly develop a downtown revitalization plan, or strengthen existing initiatives.
- High interest for the event generated at the local level.
- The team functioned extremely well through the development and piloting of the curriculum, and in teaching and facilitating during the Power of Ten Summit.
- As a result of the development of the curriculum and the conference, the Community Development Team developed many partnerships including Main Street WV, Project for Public Spaces, Create WV, and relationships with eight small towns throughout West Virginia.
- The Power of Ten Summit created some very positive publicity for WVU- ES and the Community Development Team. Four television stations and the local newspaper all carried stories about the Power of Ten Summit in Fayetteville.
- The Community Development Team generated several thousand dollars which will be set aside for a follow-up event or similar conference.
- The community teams that participated in the Power of Ten Summit gave very high scores to the overall educational value of the training and the materials they received.

Early indications are that most of the teams that participants intend to transform the lessons learned and plans developed into action in their home communities. Key indicators related to the educational meaning and value of the summit scored at least 4.20 on a five-point scale.

#9679; Curriculum	4.20
#9679; Value of the materials	4.27
#9679; Overall educational value	4.33
#9679; Usefulness to your downtown	4.40
#9679; Networking opportunities	4.33

#### **Key Items of Evaluation**

**Program #10****V(A). Planned Program (Summary)****1. Name of the Planned Program**

Youth Agriculture

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
101	Appraisal of Soil Resources	2%			
123	Management and Sustainability of Forest Resources	2%			
204	Plant Product Quality and Utility (Preharvest)	2%			
308	Improved Animal Products (Before Harvest)	30%			
315	Animal Welfare/Well-Being and Protection	9%			
806	Youth Development	50%			
901	Program and Project Design, and Statistics	5%			
	<b>Total</b>	<b>100%</b>			

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	5.0	0.0	0.0	0.0
<b>Actual</b>	12.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
400000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
363422	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
50000	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

4-H agricultural education programs are vehicles for youth/adult development, which is the mission of the Cooperative Extension Service of the USDA. Agricultural education programming offers training that develops life skills in both youth and adult participants. Development of life skills enhances the ability of youth to become functioning members of society, and helps adults gain satisfaction and accomplishment of personal/career goals. Activities include classes for youth in agriculture and natural resources, 4-H fairs and festivals, expos, skillathons, and trade show exhibits.

**2. Brief description of the target audience**

The target audience for this programming is WVU-ES personnel, agricultural industry and commodity group personnel, 4-H youth and volunteer leaders, Vo-Ag personnel, FFA youth, and parents.

**V(E). Planned Program (Outputs)****1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	10000	20000	20000	20000
2008	9373	26328	22182	9545

**2. Number of Patent Applications Submitted (Standard Research Output)****Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed****3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs****Output Target****Output #1****Output Measure**

- Number of training activities in youth agriculture.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1200	1809

**Output #2****Output Measure**

- Number of educational materials in youth agriculture created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	6	73

**Output #3****Output Measure**

- Number of people receiving educational materials related to youth agriculture.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	500	21953

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of youth agriculture participants who increased their knowledge.
2	Number of participants in youth agriculture initiatives who changed their attitudes or opinions.
3	Number of participants in youth agriculture initiatives who improved their skill level.
4	Number of participants in youth agriculture initiatives who adopted a skill
5	Number of participants in youth agriculture initiatives who changed a habit or procedure.
6	Number of groups or organizations that collaborated with youth agriculture initiatives.
7	Number of new youth agriculture initiatives that have been implemented by trainees of WVUES initiatives.
8	Amount of money raised by program participants to support youth agriculture efforts.

**Outcome #1****1. Outcome Measures**

Number of youth agriculture participants who increased their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	2000	2218

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The youth agriculture planned program enhances the agricultural knowledge of West Virginia's youths and adults and provides them with the ability to make informed decisions related to the production of food and fiber while maintaining a high-quality educational environment.

**What has been done**

1,809 educational agricultural education programs were offered including public school programming for 4-H and other youth/adult audiences. These included educational programs in such subject matter as Beef, Dairy, Sheep, Swine, Land and Soil Evaluation, Ethics, Goats, General Livestock, Horse Camps, Vo-Ag Days, Ag in the Classroom, Value Added Products, Quality Assurance, Horticulture, Livestock Showing and Fitting, and Farm Safety.

**Results**

Respondents in 4-H beef, dog, and veterinary science projects strongly agreed that learning occurred in all 32 categories of project and life skills. The five items with the highest mean score in rank order were: learned to accept responsibility for doing a job, learned the value and importance of ethics, learned how to select an animal, how to feed an animal and how to care for an animal.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
315	Animal Welfare/Well-Being and Protection
901	Program and Project Design, and Statistics
204	Plant Product Quality and Utility (Preharvest)
806	Youth Development
308	Improved Animal Products (Before Harvest)
123	Management and Sustainability of Forest Resources
101	Appraisal of Soil Resources

**Outcome #2****1. Outcome Measures**

Number of participants in youth agriculture initiatives who changed their attitudes or opinions.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	500	394

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The ethical treatment of animals and the elimination of unethical practices in the show ring are important to the 4-H and FFA youth organizations, therefore, a need exists to analyze the perceptions of rural and urban 4-H and FFA members and their parents with regard to ethical practices in caring and handling of livestock animals.

**What has been done**

A study was done with 394 4-H and FFA youth and their parents in the western region of a North Central AAEE state.

**Results**

Participation in ethics training increased the respondents' awareness of the livestock production ethical issue. The majority of the respondents perceived the following practices as unethical: pumping air under the skin of an animal, substituting an animal without notifying the show committee, talking to judges before a show to gain favor, and injection of fluids other than medications under the skin of an animal. Youth and adults have similar perceptions on the livestock issues examined in this study.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
123	Management and Sustainability of Forest Resources
901	Program and Project Design, and Statistics
101	Appraisal of Soil Resources
204	Plant Product Quality and Utility (Preharvest)
308	Improved Animal Products (Before Harvest)
315	Animal Welfare/Well-Being and Protection

**Outcome #3****1. Outcome Measures**

Number of participants in youth agriculture initiatives who improved their skill level.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	2000	1664

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Agricultural subject matter programming in the 4-H youth program is the largest project area. There is a great deal of support among the youth, parents, leaders, businesses/organizations, and the agricultural community as a whole for continued programming for you in this area.

**What has been done**

During the 2007-2008 4-H year, total of 73 titles of pubs were printed during this 4-H year and a total of 21,953 publications were distributed per category. The Animal Science category had the largest amount of pubs distributed followed by Natural Resources and Environment, Mechanical Science and Plant Science.

**Results**

Data indicate project completion rates for the 2007-2008 areas are as follows: Animal Sciences (78%) a decrease of 1%; Plant Sciences (66%), a decrease of 8%; Mechanical Sciences (66%), an increase of 1%; and Natural Resources (64%), a decrease of 4% from the 2006-2007 4-H year; in addition, the overall project completion rate was 75%, a 2% decrease from last year. One factor that may have had an effect this year is that fewer counties responded to the summary; and overall more youth took more projects than last year however they did not complete all the projects.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
315	Animal Welfare/Well-Being and Protection
806	Youth Development
308	Improved Animal Products (Before Harvest)
123	Management and Sustainability of Forest Resources
901	Program and Project Design, and Statistics
204	Plant Product Quality and Utility (Preharvest)
101	Appraisal of Soil Resources

**Outcome #4****1. Outcome Measures**

Number of participants in youth agriculture initiatives who adopted a skill

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	500	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

{No Data Entered}

**What has been done**

{No Data Entered}

**Results**

{No Data Entered}

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development
308	Improved Animal Products (Before Harvest)
123	Management and Sustainability of Forest Resources
101	Appraisal of Soil Resources
204	Plant Product Quality and Utility (Preharvest)
315	Animal Welfare/Well-Being and Protection
901	Program and Project Design, and Statistics

**Outcome #5**

**1. Outcome Measures**

Number of participants in youth agriculture initiatives who changed a habit or procedure.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	200	508

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Implementation of the Lamb Tail Docking Measurement Policy during the 2007-2008 year continued to have a program emphasis.

**What has been done**

508 sheep market lambs were exhibited. Data was again collected to assess the effects of implementation of the policy, each county was asked to indicate the number of market lambs and breeding sheep exhibited and the number of market lambs and breeding sheep rejected because of tail dock length.

**Results**

A total of 508 market lambs were exhibited statewide with 2 (.4%) being rejected. A total of 135 breeding sheep were exhibited statewide with 1 (.7%) being rejected.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
315	Animal Welfare/Well-Being and Protection
806	Youth Development

**Outcome #6**

**1. Outcome Measures**

Number of groups or organizations that collaborated with youth agriculture initiatives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #7**

**1. Outcome Measures**

Number of new youth agriculture initiatives that have ben implemented by trainees of WVUES initiatives.

*Not reporting on this Outcome for this Annual Report*

**Outcome #8**

**1. Outcome Measures**

Amount of money raised by program participants wo support youth agriculture efforts.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	50000	2002469

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The youth agriculture planned program enhances the agricultural knowledge of West Virginia's youths and adults and provides them with the ability to make informed decisions related to the production of food and fiber while maintaining a high-quality educational environment. The benefits of these activities includes a return of income to the youth and educational programs designed to assist them.

**What has been done**

Records were kept of the species of market animals, total live weight, and the number of animals sold. These animals were harvested and the meat product entered the food chain.

**Results**

\$2,002,469 generated from 4-H and FFA livestock sale proceeds.

\$97,188 returned to community groups and organizations from youth project livestock sales. This included such groups as county scholarship funds, county 4-H foundations, county FFA foundations, fair boards, 4-H leaders associations, community organizations, and others.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development
308	Improved Animal Products (Before Harvest)
901	Program and Project Design, and Statistics
204	Plant Product Quality and Utility (Preharvest)
315	Animal Welfare/Well-Being and Protection
123	Management and Sustainability of Forest Resources
101	Appraisal of Soil Resources

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Government Regulations
- Competing Programmatic Challenges

**Brief Explanation****V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- After Only (post program)
- During (during program)

**Evaluation Results**

The Youth Agriculture team developed a county indicator report which identified the types of educational activities being conducted in each county, the total dollars generated from 4-H/FFA market livestock project sales, the total dollars donated to community groups/organizations from 4-H/FFA market livestock project sales, market project summary, and a summary of the implementation of the sheep tail docking rule.

**Key Items of Evaluation**

**Program #11****V(A). Planned Program (Summary)****1. Name of the Planned Program**

Agriculture Production and Marketing

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
102	Soil, Plant, Water, Nutrient Relationships	10%			
122	Management and Control of Forest and Range Fires	5%			
123	Management and Sustainability of Forest Resources	10%			
124	Urban Forestry	8%			
125	Agroforestry	8%			
205	Plant Management Systems	4%			
212	Pathogens and Nematodes Affecting Plants	2%			
215	Biological Control of Pests Affecting Plants	2%			
303	Genetic Improvement of Animals	5%			
307	Animal Management Systems	10%			
308	Improved Animal Products (Before Harvest)	10%			
311	Animal Diseases	2%			
503	Quality Maintenance in Storing and Marketing Food Products	2%			
504	Home and Commercial Food Service	2%			
603	Market Economics	6%			
604	Marketing and Distribution Practices	9%			
607	Consumer Economics	5%			
	<b>Total</b>	<b>100%</b>			

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	18.0	0.0	0.0	0.0
<b>Actual</b>	15.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
400000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
702022	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
20000	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

The Agriculture Production and Marketing planned program includes initiatives in aquaculture, beef quality assurance, commercial horticulture, feeder cattle marketing, forest stewardship, forestry, logging and milling, homeowner horticulture, horticulture marketing, livestock improvement, grassland management, and small ruminants. Activities will include the development of curriculum, handbooks, and other teaching materials, research projects, improving access of information and referral to producers, and quality assurance audits to evaluate best management practices adopted.

**2. Brief description of the target audience**

The target audience is beef and dairy producers, large and small growers of horticultural products, regional livestock producers, market managers, private forestland owners, loggers and timber processors, homeowners, shepherds, youth livestock exhibitors, volunteers, Extension agents, and Extension specialists.

**V(E). Planned Program (Outputs)****1. Standard output measures****Target for the number of persons (contacts) reached through direct and indirect contact methods**

	Direct Contacts Adults	Indirect Contacts Adults	Direct Contacts Youth	Indirect Contacts Youth
Year	Target	Target	Target	Target
Plan	20481	118500	2052	9755
2008	15752	384056	3236	83790

**2. Number of Patent Applications Submitted (Standard Research Output)****Patent Applications Submitted**

Year	Target
Plan:	0
2008 :	0

**Patents listed****3. Publications (Standard General Output Measure)****Number of Peer Reviewed Publications**

	Extension	Research	Total
Plan	0	0	
2008	24	12	36

**V(F). State Defined Outputs****Output Target****Output #1****Output Measure**

- Number of agriculture training activities

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	428	321

**Output #2****Output Measure**

- Number of educational agriculture materials created or updated

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	47	405

**Output #3****Output Measure**

- Number of educational agriculture materials distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	556	440531

**Output #4****Output Measure**

- Number of people receiving agriculture educational materials.

*Not reporting on this Output for this Annual Report*

**Output #5****Output Measure**

- Number of new counties participating in agriculture initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	9	9

**Output #6****Output Measure**

- Number of new outside organizations or groups participating in agriculture initiatives this year.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	8	73

**Output #7****Output Measure**

- Number of new grants and contracts supporting initiatives in agriculture production and marketing.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	7	15

**Output #8****Output Measure**

- Number of referrals of agriculture production and marketing questions.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	100	2910

**Output #9****Output Measure**

- Number of site visits annually.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	200	968

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of agriculture production and marketing program participants who increased their knowledge.
2	Number of agriculture production and marketing participants who changed their attitudes or opinions.
3	Number of agriculture production and marketing participants who improved their skill level.
4	Number of agriculture production and marketing participants who increased their motivation to adopt a skill or accomplish an activity.
5	Number of agriculture production and marketing participants who adopt a skill.
6	Number of agriculture production and marketing participants who changed a habit or procedure.
7	Number of groups or organizations that collaborated with agriculture production and marketing initiatives.
8	Number of new initiatives in agriculture production and marketing that were implemented this year.
9	Amount of money raised by agriculture production and marketing participants to support initiatives.
10	Number of agriculture production and marketing participants who improved their lives.
11	Number of groups or organizations that changed their structure, philosophy, or mission.
12	Number of grass carp permitted by WV DNR because of changes in attitudes toward the environment.
13	Number of operations selling live trout and/or eggs.
14	Value of farm-raised trout >12" sold in WV
15	Number of changes in the physical environment due to agriculture production and marketing efforts.
16	Number of changes in the social conditions due to efforts in agriculture production and marketing.
17	Number of changes in economic conditions due to efforts in agriculture production and marketing.

**Outcome #1****1. Outcome Measures**

Number of agriculture production and marketing program participants who increased their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	5925	9742

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Agriculture, Forestry, and Aquaculture production and marketing for producers and consumers need to be carried out in a sustainable manner in order to ensure viable agriculture systems. Consumers care because they want ready access to wholesome, high quality food and fiber sources, while maintaining the environment. Producers care for their part in providing a high quality of life for themselves and the public as a whole.

**What has been done**

Educational programs are carried out in each commodity area. This includes commodity areas conferences, educational dinner meetings, county meetings, demonstrations, workshops, field days, pasture walks, twilight tours, publications, newsletters, site visits, and other methods.

**Results**

In the area of Animal Production, an example of the knowledge gained includes animal health, beef quality assurance, soil fertility, pasture management.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
503	Quality Maintenance in Storing and Marketing Food Products
308	Improved Animal Products (Before Harvest)
102	Soil, Plant, Water, Nutrient Relationships
504	Home and Commercial Food Service
205	Plant Management Systems
307	Animal Management Systems
607	Consumer Economics
604	Marketing and Distribution Practices
603	Market Economics
215	Biological Control of Pests Affecting Plants
212	Pathogens and Nematodes Affecting Plants
311	Animal Diseases
125	Agroforestry
122	Management and Control of Forest and Range Fires
124	Urban Forestry
303	Genetic Improvement of Animals
123	Management and Sustainability of Forest Resources

**Outcome #2****1. Outcome Measures**

Number of agriculture production and marketing participants who changed their attitudes or opinions.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	680	3833

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Sustainable Agriculture, Forestry, and Aquaculture programs aim to provide basic education and to have state-of-art innovations applied on private and public properties around West Virginia. To accomplish this, farmers and landowners often need to see alternative perspectives before they will change their current practices or other landownership practices. Changing attitudes and opinions are an indication that people are discovering new ways of addressing current practices.

**What has been done**

Opinions and attitudes are changed through educational programs that expose participants to new technology and science. The Agricultural Production and Marketing Program has carried out training sessions, hands-on workshops, field visits, and media events. Educational programs have been conducted in each commodity area and in each county.

**Results**

A couple examples of changed attitudes and opinions include the 56 percent of participants at a precision agriculture workshop who claimed that they would likely be using some form of precision agriculture in the six months following the session. Participants in a woodland stewards training session who were introduced to 14 species of live snakes changed their opinions about the crucial role snakes in forested ecosystems with a 13% increase in their 'feelings toward snakes' improving as a result of the workshop.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
503	Quality Maintenance in Storing and Marketing Food Products
307	Animal Management Systems
215	Biological Control of Pests Affecting Plants
205	Plant Management Systems
212	Pathogens and Nematodes Affecting Plants
604	Marketing and Distribution Practices
504	Home and Commercial Food Service
607	Consumer Economics
102	Soil, Plant, Water, Nutrient Relationships
308	Improved Animal Products (Before Harvest)
311	Animal Diseases
603	Market Economics
303	Genetic Improvement of Animals
122	Management and Control of Forest and Range Fires
124	Urban Forestry
125	Agroforestry
123	Management and Sustainability of Forest Resources

**Outcome #3****1. Outcome Measures**

Number of agriculture production and marketing participants who improved their skill level.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	480	4074

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Production and marketing skills and techniques used in agriculture, forestry, horticulture, and aquaculture are dynamic, constantly changing, and utilize new and innovative technologies to supply food and fiber in a sustainable manner to a world market.

**What has been done**

Educational programs have been conducted in each commodity area and in each county. Teaching/educational material is delivered through conferences, educational meetings, demonstrations, workshops, field days, tours, pasture walks, publications, newsletters, site visits, and other methods.

**Results**

Skills have been improved in areas of building soil fertility, pest management, weed/noxious plant control, pasture quality and management, hay production, forest management, minimizing sedimentation.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
311	Animal Diseases
604	Marketing and Distribution Practices
503	Quality Maintenance in Storing and Marketing Food Products
307	Animal Management Systems
215	Biological Control of Pests Affecting Plants
308	Improved Animal Products (Before Harvest)
212	Pathogens and Nematodes Affecting Plants
504	Home and Commercial Food Service
205	Plant Management Systems
607	Consumer Economics
603	Market Economics
122	Management and Control of Forest and Range Fires
124	Urban Forestry
123	Management and Sustainability of Forest Resources
125	Agroforestry
303	Genetic Improvement of Animals

**Outcome #4****1. Outcome Measures**

Number of agriculture production and marketing participants who increased their motivation to adopt a skill or accomplish an activity.

*Not reporting on this Outcome for this Annual Report*

**Outcome #5****1. Outcome Measures**

Number of agriculture production and marketing participants who adopt a skill.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	331	1797

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Agriculture, Forestry, and Aquaculture production and marketing for producers and consumers need to be carried out in a sustainable manner in order to ensure viable agriculture systems. Consumers care because they want ready access to wholesome, high quality food and fiber sources, while maintaining the environment. Producers care for their part in providing a high quality of life for themselves and the public as a whole.

**What has been done**

Educational programs are carried out in each commodity area. This includes commodity areas conferences, educational dinner meetings, county meetings, demonstrations, workshops, field days, pasture walks, twilight tours, publications, newsletters, site visits, and other methods.

**Results**

Agriculture, Forestry, and Aquaculture programs helped participants adopt skills that they have not previously used. Examples include: home horticulture 332 adopted new skills in pesticide use, year-end gardening, and pruning, while the commercial horticulture program had 81 individuals who adopted skills leading to extended selling seasons and improved marketing. 17% (90 individuals) of all the contacts in the logging and milling program area adopted skills in logging safety and best management practices. In the grasslands program, 105 individuals adopted new skills after work with the forage management and WV Pasture and Hay Study. Livestock improvement had 28% (338 individuals) of direct contact implement new skills, especially in the areas of vaccination protocols and mineral supplement use.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
503	Quality Maintenance in Storing and Marketing Food Products
603	Market Economics
504	Home and Commercial Food Service
604	Marketing and Distribution Practices
307	Animal Management Systems
215	Biological Control of Pests Affecting Plants
212	Pathogens and Nematodes Affecting Plants
607	Consumer Economics
102	Soil, Plant, Water, Nutrient Relationships
311	Animal Diseases
308	Improved Animal Products (Before Harvest)
205	Plant Management Systems
122	Management and Control of Forest and Range Fires
303	Genetic Improvement of Animals
123	Management and Sustainability of Forest Resources
125	Agroforestry
124	Urban Forestry

**Outcome #6****1. Outcome Measures**

Number of agriculture production and marketing participants who changed a habit or procedure.

*Not reporting on this Outcome for this Annual Report*

**Outcome #7**

**1. Outcome Measures**

Number of groups or organizations that collaborated with agriculture production and marketing initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	39	167

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Agriculture, Forestry, and Aquaculture production and marketing for producers and consumers need to be carried out in a sustainable manner in order to ensure viable agriculture systems.

Consumers care because they want ready access to wholesome, high quality food and fiber sources, while maintaining the environment. Producers care for their part in providing a high quality of life for themselves and the public as a whole.

**What has been done**

Educational programs are carried out in each commodity area. This includes commodity areas conferences, educational dinner meetings, county meetings, demonstrations, workshops, field days, pasture walks, twilight tours, publications, newsletters, site visits, and other methods.

**Results**

Organizations have collaborated with the Agriculture, Forestry, and Aquaculture Production and Marketing initiatives. For example, in our grassland management efforts the 14 Conservation districts, along with USDA/NRC, and WV State Department of Agriculture team, worked together to encourage pasture walks, and field days. With the addition of several RC&D areas, they developed and supported the semiannual regional Appalachian Grazing Conference. Local bonded livestock sales companies team with our producer marketing efforts to provide Packer and Stock Yards Bonded representatives for pooled marketing programs. Other groups who have worked with us include NESARE, WV Division of Forestry, WVU Davis College, WV Department of Environmental Protection, USDA Forest Service, USDA/ARS, USDA/CSREES.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
603	Market Economics
504	Home and Commercial Food Service
607	Consumer Economics
308	Improved Animal Products (Before Harvest)
205	Plant Management Systems
307	Animal Management Systems
102	Soil, Plant, Water, Nutrient Relationships
604	Marketing and Distribution Practices
212	Pathogens and Nematodes Affecting Plants
311	Animal Diseases
503	Quality Maintenance in Storing and Marketing Food Products
215	Biological Control of Pests Affecting Plants
122	Management and Control of Forest and Range Fires
303	Genetic Improvement of Animals
124	Urban Forestry
125	Agroforestry
123	Management and Sustainability of Forest Resources

**Outcome #8**

**1. Outcome Measures**

Number of new initiatives in agriculture production and marketing that were implemented this year.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	2	4

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Agriculture, forestry, and aquaculture production and marketing programs are dependent upon developing the talent of youth and new entry producers. The industry requires that producers develop and adopt innovative skills and best management practices. New initiatives will assist producers in gaining a competitive position in the market place and insuring a safe, quality product. Consumers are demanding ready access to wholesome, high quality food and fiber sources, locally produced while maintaining the environment.

**What has been done**

The Youth Quality Assurance Program teaches 4-H and FFA students about best management practices and producing a safe, quality product. A transportation/low stress animal handling initiative was introduced to livestock producers. The Farmers' Market Association was developed to provide an outlet for locally grown products. Educational outreach efforts included commodity areas conferences, educational dinner meetings, demonstrations, workshops, field days, pasture walks, twilight tours, publications, newsletters, and site visits.

**Results**

New initiatives include: 1) Youth quality assurance training material was developed and partially funded by a grant from the National Cattlemen's Beef Association. 2) A train-the-trainer program was conducted for Extension faculty and volunteers to teach them to do presentations for the juniors at the State 4-H judging contest and all youth livestock exhibitors at the WV State. 3) A special transportation/animal handling demonstration and training was conducted at three local livestock auctions. 4) Demonstrations were conducted to teach about handling techniques and the premise ID program. 5) The farmer's market association was developed to help coordinate and address the demand for outlets of locally grown WV commodities.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
215	Biological Control of Pests Affecting Plants
212	Pathogens and Nematodes Affecting Plants
307	Animal Management Systems
503	Quality Maintenance in Storing and Marketing Food Products
607	Consumer Economics
504	Home and Commercial Food Service
308	Improved Animal Products (Before Harvest)
205	Plant Management Systems
603	Market Economics
311	Animal Diseases
604	Marketing and Distribution Practices
124	Urban Forestry
123	Management and Sustainability of Forest Resources
122	Management and Control of Forest and Range Fires
303	Genetic Improvement of Animals
125	Agroforestry

**Outcome #9**

**1. Outcome Measures**

Amount of money raised by agriculture production and marketing participants to support initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	16000	21000

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
604	Marketing and Distribution Practices
205	Plant Management Systems
102	Soil, Plant, Water, Nutrient Relationships
307	Animal Management Systems
607	Consumer Economics
503	Quality Maintenance in Storing and Marketing Food Products
212	Pathogens and Nematodes Affecting Plants
308	Improved Animal Products (Before Harvest)
215	Biological Control of Pests Affecting Plants
311	Animal Diseases
603	Market Economics
504	Home and Commercial Food Service
123	Management and Sustainability of Forest Resources
125	Agroforestry
303	Genetic Improvement of Animals
124	Urban Forestry
122	Management and Control of Forest and Range Fires

**Outcome #10****1. Outcome Measures**

Number of agriculture production and marketing participants who improved their lives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	350	6722

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Agriculture, Forestry, and Aquaculture production and marketing for producers and consumers need to be carried out in a sustainable manner in order to ensure viable agriculture systems. Consumers care because they want ready access to wholesome, high quality food and fiber sources, while maintaining the environment. Producers care for their part in providing a high quality of life for themselves and the public as a whole.

**What has been done**

Educational programs are carried out in each commodity area. This includes commodity areas conferences, educational dinner meetings, county meetings, demonstrations, workshops, field days, pasture walks, twilight tours, publications, newsletters, site visits, and other methods.

**Results**

Lives can be improved in many ways as a result of extension programming. The demand for local grown food and the increase in the number of farmers markets is an example where vendors lives are improved through greater economic return and the personal satisfaction of producing from the farm. The consumers' lives (including senior citizens, WIC recipients and the general public) are improved through better nutrition acquired from fresh fruits and vegetables, and the lives of those in the community are improved through greater social networking.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
102	Soil, Plant, Water, Nutrient Relationships
607	Consumer Economics
307	Animal Management Systems
603	Market Economics
308	Improved Animal Products (Before Harvest)
504	Home and Commercial Food Service
205	Plant Management Systems
311	Animal Diseases
215	Biological Control of Pests Affecting Plants
503	Quality Maintenance in Storing and Marketing Food Products
212	Pathogens and Nematodes Affecting Plants
604	Marketing and Distribution Practices
125	Agroforestry
124	Urban Forestry
122	Management and Control of Forest and Range Fires
303	Genetic Improvement of Animals
123	Management and Sustainability of Forest Resources

**Outcome #11****1. Outcome Measures**

Number of groups or organizations that changed their structure, philosophy, or mission.

*Not reporting on this Outcome for this Annual Report*

**Outcome #12****1. Outcome Measures**

Number of grass carp permitted by WV DNR because of changes in attitudes toward the environment.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	3000	7000

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Small ponds become infested with weeds. Consumers desire effective control methods without applying herbicides. Fish producers seek to sell fish to stock ponds.

**What has been done**

Educational programs on pond management are held throughout the state. A brochure with information on grass carp is distributed among stakeholders and collaborators whenever possible. Similar information is posted on the ANRD web site. Site visits and phone recommendations are made as needed. When necessary, extension personnel speak on behalf of fish producers or pond owners to regulatory personnel.

**Results**

Ten years ago there were no WV vendors of grass carp. In the past decade, grass carp use has increased significantly. Two West Virginia fish farms now sell triploid grass carp throughout the state. They have captured 70% of the WV market and are able to sell other types of fish as well. Pond owners have a viable way to control aquatic vegetation without the use of herbicides and a lower risk of oxygen depletion. The system to produce and market sterile grass carp has been essential to this effort.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
307	Animal Management Systems
504	Home and Commercial Food Service
604	Marketing and Distribution Practices
308	Improved Animal Products (Before Harvest)
503	Quality Maintenance in Storing and Marketing Food Products
603	Market Economics

**Outcome #13****1. Outcome Measures**

Number of operations selling live trout and/or eggs.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	28	29

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Small ponds become infested with weeds. Consumers desire effective control methods without applying herbicides. Fish producers seek to sell fish to stock ponds.

**What has been done**

Educational programs on pond management are held throughout the state. A brochure with information on grass carp is distributed among stakeholders and collaborators whenever possible. Similar information is posted on the ANRD web site. Site visits and phone recommendations are made as needed. When necessary, extension personnel speak on behalf of fish producers or pond owners to regulatory personnel.

**Results**

Ten years ago there were no WV vendors of grass carp. In the past decade, grass carp use has increased significantly. Two West Virginia fish farms now sell triploid grass carp throughout the state. They have captured 70% of the WV market and are able to sell other types of fish as well. Pond owners have a viable way to control aquatic vegetation without the use of herbicides and a lower risk of oxygen depletion. The system to produce and market sterile grass carp has been essential to this effort.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
604	Marketing and Distribution Practices
503	Quality Maintenance in Storing and Marketing Food Products
504	Home and Commercial Food Service
603	Market Economics

**Outcome #14****1. Outcome Measures**

Value of farm-raised trout >12" sold in WV

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	200000	1500000

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

**What has been done**

**Results**

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
603	Market Economics

**Outcome #15****1. Outcome Measures**

Number of changes in the physical environment due to agriculture production and marketing efforts.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	70	291

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Agriculture, Forestry, and Aquaculture production and marketing for producers and consumers need to be carried out in a sustainable manner in order to ensure viable agriculture systems.

Consumers care because they want ready access to wholesome, high quality food and fiber sources, while maintaining the environment. Producers care for their part in providing a high quality of life for themselves and the public as a whole.

**What has been done**

Educational programs are carried out in each commodity area. This includes commodity areas conferences, educational dinner meetings, county meetings, demonstrations, workshops, field days, pasture walks, twilight tours, publications, newsletters, site visits, and other methods.

**Results**

Best management practices in forestry and grassland management reduce sedimentation from logging operations and from pasture land on steep hill sides typical of West Virginia. West Virginia University Extension's program in Low Cost Nutrient Management provides best management practices that reduce the risk of nutrient run off of nitrogen and phosphorus that can pollute surface waters that flow into the Chesapeake Bay and the Gulf of Mexico as well as saving the agricultural producer money.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
604	Marketing and Distribution Practices
603	Market Economics
102	Soil, Plant, Water, Nutrient Relationships
308	Improved Animal Products (Before Harvest)
503	Quality Maintenance in Storing and Marketing Food Products
205	Plant Management Systems
504	Home and Commercial Food Service
607	Consumer Economics
311	Animal Diseases
212	Pathogens and Nematodes Affecting Plants
307	Animal Management Systems
215	Biological Control of Pests Affecting Plants
303	Genetic Improvement of Animals
122	Management and Control of Forest and Range Fires
124	Urban Forestry
123	Management and Sustainability of Forest Resources
125	Agroforestry

**Outcome #16****1. Outcome Measures**

Number of changes in the social conditions due to efforts in agriculture production and marketing.

*Not reporting on this Outcome for this Annual Report*

**Outcome #17****1. Outcome Measures**

Number of changes in economic conditions due to efforts in agriculture production and marketing.

*Not reporting on this Outcome for this Annual Report*

## V(H). Planned Program (External Factors)

### External factors which affected outcomes

- Economy
- Competing Programmatic Challenges
- Other (funding)

### Brief Explanation

## V(I). Planned Program (Evaluation Studies and Data Collection)

### 1. Evaluation Studies Planned

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Case Study
- Comparisons between program participants (individuals,group,organizations) and non-participants
- Other (audits)

### Evaluation Results

A survey was sent to buyers from previous years in an attempt to determine the degree of their involvement in beef production, the level of their production, and traits important to them. Several questions were asked to measure the success of the program and to determine the level of adoption of some important management practices.

Eighty-nine percent (89%) of respondents considered themselves commercial producers and 70% indicated they had been in the beef cattle business 26 years or longer. On average, they calved 76 cows annually, which is about four times the average in West Virginia. Buyers primarily calve in February through April, and these months accounted for 76% of all calves produced. Average weaning weights of all calves adjusted to a steer basis was approximately 560 pounds.

Traits identified as most important to buyers included birth and weaning weight EPD's, actual birth weight, muscle score, price and frame size. Traits of intermediate importance included yearling weight and milk EPD's, average daily gain, feed efficiency, and rib eye area measured by ultrasound. Results suggest that producers do not completely understand genetic evaluations and measures of productivity. These issues are being addressed in educational meetings and news articles.

Respondents strongly agree (6.3 on a 7 point scale) that the Wardensville Program has benefited the beef cattle industry in West Virginia. They disagreed (2.8 on a 7 point scale) that when compared to other sources of bulls, there was a greater risk in buying bulls from the Wardensville program. Eighty-five percent of respondents indicated the Wardensville Bull Program had increased their calf weights by an average of 54 pounds and 84% indicated that it had improved the productivity of their cow herd. Seventy-six percent (76%) indicated that as a result of buying bulls through this program, they had decreased calving difficulty and 94% indicated that the quality of their calves had improved.

### Key Items of Evaluation

**Program #12**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Literacy

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
704	Nutrition and Hunger in the Population	20%			
802	Human Development and Family Well-Being	40%			
806	Youth Development	40%			
<b>Total</b>		100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	12.0	0.0	0.0	0.0
<b>Actual</b>	13.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
400000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
406266	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The Literacy planned program includes three initiatives: Energy Express, Family Storyteller, and Reading Partners. Activities include: (For Energy Express) 1. Comprehensive training of county contacts, site coordinators, and AmeriCorps Members prior to program. On-going training of AmeriCorps members and volunteers during the program. 2. Six-week summer program focused on making reading meaningful and fun and providing lots of opportunities for practice. 3. Six weeks of breakfast and lunch providing 58% of children's daily requirements and served family-style. 4. Frequent reflections with AmeriCorps Members to support service learning. 5. Planning, implementing, and evaluating by local collaboratives. 6. Volunteers actively engaged in children's learning. (For Family Storyteller) 1. Train-the-trainer program. 2. Program consists of six weekly two and one-half hour workshops. 3. Participants receive a weekly take-home book and home activities to build on the book and the skills learned during the workshops. 4. Food is provided to participants at each workshop 5. Two follow-up books are sent to participants along with suggested activities, and (For Reading Partners) 1. Train the trainers to implement the program. 2. Train participants to read with their children.

**2. Brief description of the target audience**

Low-income children entering first through sixth grades. Low-literacy and/or low-income parents and caregivers of preschool children to 3rd grade.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	3940	8200	4300	200
2008	2280	2921	4523	390

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of literacy training activities.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	3	163

**Output #2****Output Measure**

- Number of educational materials in literacy created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	1	7

**Output #3****Output Measure**

- Number of educational materials in literacy distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	150	1469

**Output #4****Output Measure**

- Number of new outside organizations or groups participating in literacy initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	50	242

**Output #5****Output Measure**

- Number of new grants and contracts supporting literacy initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	3	4

**Output #6****Output Measure**

- Number of observational visits to Energy Express sites.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	{No Data Entered}	41

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who increase their knowledge in literacy.
2	Number of participants who changed their attitudes or opinions related to literacy.
3	Number of participants who improved their skill level in literacy.
4	Number of participants in literacy programs who increased their motivation to adopt a skill or accomplish an activity.
5	Number of participants who changed a habit or procedure related to literacy.

**Outcome #1****1. Outcome Measures**

Number of participants who increase their knowledge in literacy.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	120	766

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

There is considerable evidence of a relationship between reading regularly to a child and that child's later reading achievement. Children in poor families are less likely to be read to on a daily basis than children living above the poverty line. Low-income children continue to have reading difficulties throughout elementary school which impacts their ability to succeed in other subjects. Parents, guardians and other caretakers of low-income children need training in how to read to children.

**What has been done**

Reading Partner train-the-trainer sessions were held for Extension and other educational professionals. Local partners include the schools, child care providers, CEOS members, 4-H members, and groups interested in youth literacy. Energy Express trained about 350 mentors and other professionals to implement the program in 80 sites. Parents and other caregivers were trained to read to young children through the Family Storyteller program.

**Results**

Based on pre- and post-assessments almost 800 adults significantly increased in knowledge of children's learning, particularly as it relates to literacy in young, low-income children.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being
704	Nutrition and Hunger in the Population
806	Youth Development

**Outcome #2****1. Outcome Measures**

Number of participants who changed their attitudes or opinions related to literacy.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	361	656

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Energy Express mentors and volunteers coordinators, most of whom are college students, are given the opportunity to serve their communities during the summer by working with low-income children to enhance their reading skill. For some, it is their first time doing community service. Research shows that individuals who are involved in service early in their lives continue to do service throughout their lives.

**What has been done**

Before being placed at an Energy Express site, each mentor and volunteer coordinator completes a questionnaire designed to measure their attitudes toward community service and the low-income population that they will be serving. At the end of the summer, they complete the assessment again and a statistical measurement of change is calculated.

**Results**

On the post-assessment, Energy Express mentors and volunteer coordinators demonstrate statistically significant increases in their commitment to community service.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
806	Youth Development
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being

**Outcome #3****1. Outcome Measures**

Number of participants who improved their skill level in literacy.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	1980	3015

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Low-income children are particularly vulnerable during the summer months and typically lose 3 - 4 months of academic skills by the time they return to school in the fall. Two-thirds of the achievement gap between low-income and middle-income children can now be traced to summer. Low-income children also lose ground nutritionally without school breakfast and lunch and return to school less healthy and less able to learn. Almost 30 percent of West Virginia children live in poverty. Academic achievement is highly correlated with children's socio-economic status.

**What has been done**

Energy Express operates at 80 sites throughout WV for six weeks in the summer. It employs about 350 AmeriCorps volunteers and many more community volunteers. Over 3,000 children attend. The target audience for Energy Express is children living in low-income West Virginia communities who are entering first through sixth grades. Partners include volunteers and local agencies and organizations, WV Department of Education, WV Department of Education and the Arts, and the West Virginia Commission for National and Community Service.

**Results**

Using a stratified random sample of about 700 children, pre/post measures on 3 subtests of Woodcock Johnson Test of reading achievement showed significant increases, including broad reading achievement. The Average child gained 3.5 months in broad reading achievement. The average child with IEP gained 1.5 months. FST: Significant increases.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
704	Nutrition and Hunger in the Population
806	Youth Development

**Outcome #4****1. Outcome Measures**

Number of participants in literacy programs who increased their motivation to adopt a skill or accomplish an activity.

*Not reporting on this Outcome for this Annual Report*

**Outcome #5****1. Outcome Measures**

Number of participants who changed a habit or procedure related to literacy.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	540	254

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Research has found that there is a strong correlation between poverty and low reading achievement. In West Virginia numerous children are living in poverty. There is considerable evidence of a relationship between reading regularly to a child and that child's later reading achievement. Children in poor families are less likely to be read to on a daily basis than children living above the poverty line. Low-income children continue to have reading difficulties throughout elementary school which impacts their ability to succeed in other subjects.

**What has been done**

The Family Storyteller program is administered by Extension educators at the county level. The target audience for Family Storyteller is low-income/ low-literacy parents (or guardians) and their preschool children. Over 100 adults attended the program this year.

The initial target audience for Reading Partners is Extension professionals who then train local partners including schools, child care providers, CEOS members, 4-H members, and groups interested in youth literacy.

**Results**

Based on pre- and post-survey administered to Family Storyteller participants, parents or other caregivers significantly increased the amount of time they spent reading with preschool children.

Literacy efforts resulted in 42,237 hours of reading with children.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
704	Nutrition and Hunger in the Population
802	Human Development and Family Well-Being
806	Youth Development

## **V(H). Planned Program (External Factors)**

### **External factors which affected outcomes**

- Economy
- Appropriations changes
- Public Policy changes
- Competing Public priorities
- Competing Programmatic Challenges

### **Brief Explanation**

## **V(I). Planned Program (Evaluation Studies and Data Collection)**

### **1. Evaluation Studies Planned**

- Before-After (before and after program)

### **Evaluation Results**

Using a stratified random sample of about 700 children, pre/post measures on 3 subtests of the Woodcock Johnson Test of reading achievement showed significant increases, including broad reading achievement. The average child gained 3.5 months in broad reading achievement. The average child with IEP gained 1.5 months.

FST: Significant increases.

Mentors and volunteer coordinators showed significant increased in positive attitudes toward community service.

### **Key Items of Evaluation**

**Program #13**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Reaching the Underserved

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
607	Consumer Economics	10%			
801	Individual and Family Resource Management	20%			
802	Human Development and Family Well-Being	20%			
803	Sociological and Technological Change Affecting Individuals, Families and Communities	20%			
805	Community Institutions, Health, and Social Services	20%			
806	Youth Development	10%			
<b>Total</b>		100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	3.0	0.0	0.0	0.0
<b>Actual</b>	7.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
155739	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
293816	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
50000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The Reaching the Underserved planned program include four initiatives: Children and Families at Risk (CYFAR), Earned Income Tax Credit Initiative (EITC), Understanding Economic Diversity Trainings, and efforts to support VISTA participants. Activities include professional development workshops for Extension staff and volunteers on social justice and reaching underserved audiences -- Welfare simulations and workshops for external partners -- Graduate-level teacher re-certification classes -- Web site for the distribution of information on reaching underserved audiences. placement of VISTA volunteers in Extension offices, career preparation training sessions, research on EITC use and practice, and dissemination of EITC materials.

**2. Brief description of the target audience**

County Extension agents, classified staff, and volunteers from the 4-H program, the Master Gardener program, and the CEOS program. External organizations such as teachers, administrators, social service personnel, other professional organizations. Youth and low-income adults in the community.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	3000	103000	2200	45000
2008	518	2626	1816	1590

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities related to the Reaching the Underserved program.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	225	123

**Output #2****Output Measure**

- Number of educational materials, related to the Reaching the Underserved program, created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	15	41

**Output #3****Output Measure**

- Number of Reaching the Underserved educational materials distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	200000	2460

**Output #4****Output Measure**

- Number of people receiving educational materials related to the Reaching the Underserved program.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	200000	2460

**Output #5****Output Measure**

- Number of new counties participating in Reaching the Underserved initiatives this year.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	3	2

**Output #6****Output Measure**

- Number of outside organizations or groups participating in Reaching the Underserved initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	100	38

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of Reaching the Underserved participants who increased their knowledge.
2	Number of Reaching the Underserved participants who changed their attitudes or opinions.
3	Number of Reaching the Underserved participants who improved their skill level.
4	Number of Reaching the Underserved participants who adopted a skill.

**Outcome #1****1. Outcome Measures**

Number of Reaching the Underserved participants who increased their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1100	420

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Educators, social service professionals, youth workers, and many others need training to prepare them to more effectively integrate low-income youth and families into mainstream programming (i.e. public schools, Extension programs, 4-H, and social service programs.)

**What has been done**

Since 2002, workshops on economic diversity have been presented across the state. In 2008, a pre-service teachers curriculum was established by the Cadre in collaboration with 19 of the 20 teacher education programs at higher education institutions.

**Results**

420 professionals increased their knowledge of how to effectively integrate low-income youth and families into mainstream programming. Participants showed significant increase in understanding of: 1) the 12 points of poverty, 2) the hidden rules of three economic classes, 3) family structure and behavioral patterns in generational poverty, 4) determining which resources individuals are lacking, 5) the difference between casual register and formal register in language, 6) strategies to support learning for those in generational poverty, and 7) the importance of relationships and strategies for 'making deposits.' In addition, WVU Extension's pre-service teachers curriculum on economic diversity was published by Dr. Ruby Payne at aha!Process.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
805	Community Institutions, Health, and Social Services
607	Consumer Economics
802	Human Development and Family Well-Being
803	Sociological and Technological Change Affecting Individuals, Families and Communities
801	Individual and Family Resource Management
806	Youth Development

**Outcome #2****1. Outcome Measures**

Number of Reaching the Underserved participants who changed their attitudes or opinions.

*Not reporting on this Outcome for this Annual Report*

**Outcome #3****1. Outcome Measures**

Number of Reaching the Underserved participants who improved their skill level.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	500	544

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

The CYFAR Afterschool Program targets school-age high risk youth who are academically challenged, potential dropouts, more likely to engage in delinquent behaviors, and often lack strong positive role models. The sites that are currently being served have a large number of children who live in poverty. Research indicates that coming from poverty is one of the factors that put students most at risk academically.

**What has been done**

The CYFAR project includes three counties and each county has three afterschool sites. The objectives are to increase the number of hands-on activities that are implemented in afterschool sites; increase parent involvement; and improve the skills of the afterschool providers. All of the sites target low-income communities. The CYFAR staff developed materials (toolkits) that promote 21st Century Skills in Science and Technology and address the needs of low-resource children. In addition CYFAR staff hold trainings for afterschool program staff.

**Results**

544 low-resource youth gained science and technology skills.  
Encourage schools to adopt these materials into the afterschool program

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
803	Sociological and Technological Change Affecting Individuals, Families and Communities
806	Youth Development
801	Individual and Family Resource Management
802	Human Development and Family Well-Being
805	Community Institutions, Health, and Social Services
607	Consumer Economics

**Outcome #4****1. Outcome Measures**

Number of Reaching the Underserved participants who adopted a skill.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	500	0

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

In recent years, the state of West Virginia has made a concerted effort to increase the number of families who apply for the Earned Income Tax Credit (EITC). There has been much confusion as to the qualifications for this credit. As a result, nearly \$20,000,000 every year goes unclaimed. The IRS estimates that 10-20 percent of eligible taxpayers who qualify for the federal EITC do not receive it. In an effort to help provide this credit to West Virginia families, organizations across the state have joined to conduct a large publicity campaign and to provide tax return support.

#### **What has been done**

Extension has been a leading member of the EITC coalition and numerous county offices have assisted with literature distribution and education. Extension has conducted survey research related to EITC. Extension received a \$5,000 grant from WVDHHR to work in the north central region. Online surveys were conducted with employers in the region and a presentation on that research was made by group from Extension at the 2008 CYFAR National Conference. An initiative has begun to seek approval from the WV Legislature to establish a state EITC (SEITC).

#### **Results**

Partially due to Extension's involvement in the EITC campaign, 145,000 West Virginians received the federal EITC (19.4 percent of all income tax filers in the state) bringing \$254 million back to the state. For many of these working families, the federal EITC refund is the largest lump sum payment they receive all year. and helps with automobile repairs, child care, and to pay off debts. Some have applied their credit toward advancing their education, which may lead to a higher paying job.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
801	Individual and Family Resource Management
805	Community Institutions, Health, and Social Services
607	Consumer Economics
803	Sociological and Technological Change Affecting Individuals, Families and Communities

#### **V(H). Planned Program (External Factors)**

##### **External factors which affected outcomes**

- Economy
- Competing Programmatic Challenges
- Other (lack of funding)

##### **Brief Explanation**

#### **V(I). Planned Program (Evaluation Studies and Data Collection)**

##### **1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)
- During (during program)

##### **Evaluation Results**

<b>Question</b>	<b>Mean Before</b>	<b>Mean After</b>
Understanding the 12 key points of poverty	2.12	4.53
Understanding the hidden rules of three economic classes.	2.77	4.55
Understanding of family structure and the resulting behavioral patterns in generational poverty.	3.22	4.53
Understanding of the eight resources and determining which resources individuals are lacking.	2.73	4.43
Understanding the difference between casual register and formal register in language.	2.65	4.32
Understanding of strategies to support learning for those in generational poverty.	2.99	4.35
Understanding of the importance of relationships and strategies for "making deposits."	2.69	4.19

As the above data reveals, participants made significant gains in knowledge in all categories. They also rate the workshop, presenters and the overall value of the workshops highly. The predominance of comments shared by participants was very positive. Respondents indicate that their experience was useful, insightful, educational, and practical.

### **Key Items of Evaluation**

**Program #14**

**V(A). Planned Program (Summary)**

**1. Name of the Planned Program**

Strengthening Families

**V(B). Program Knowledge Area(s)**

**1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
801	Individual and Family Resource Management	20%			
802	Human Development and Family Well-Being	80%			
<b>Total</b>		100%			

**V(C). Planned Program (Inputs)**

**1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	5.0	0.0	0.0	0.0
<b>Actual</b>	16.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
350000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
734796	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

**V(D). Planned Program (Activity)**

**1. Brief description of the Activity**

The Strengthening Family planned program consists of the following initiatives: Childcare Education, Family Finance, Family Times Newsletter, Healthy Families Healthy Children, Relatives as Parents Program. Activities include: creation, dissemination and evaluation of the Family Times Newsletter; teaching within the ACDS program and other childcare training programs, writing fact sheets and other articles about childcare, producing the Senior Moments newsletter and making it accessible online; training social service personnel about kin care needs and resources; producing educational resources for kin caregivers; training WV citizens in credit card use and other financial literacy matters; producing fact sheets and lesson plans on financial literacy; participating with State agencies to teach financial management to teens and participating in the statewide Earned Income Tax promotion program; training county-level coalition members to do the PREP program, and building healthy family healthy children coalitions in West Virginia.

**2. Brief description of the target audience**

West Virginia parents, childcare providers in WV, older adults in WV, kin caregivers in WV, school teachers, WV citizens in significant relationships, Extension agents, social service personnel

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	2000	22000	100	44000
2008	1422	7113	1095	3192

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	2	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	90	504

**Output #2****Output Measure**

- Number of educational materials created or updated.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	46	91

**Output #3****Output Measure**

- Number of educational materials distributed.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	27000	2551

**Output #4****Output Measure**

- Number of new counties participating in initiatives.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	10	6

**Output #5****Output Measure**

- Number of outside organizations or groups participating in initiatives this year.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	20	60

**Output #6****Output Measure**

- Number of new grants and contracts supporting initiatives in this program area.

<b>Year</b>	<b>Target</b>	<b>Actual</b>
2008	3	10

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who increased their knowledge.
2	Number of participants who improved their skill level.
3	Number of participants who increased their motivation to adopt a skill or accomplish an activity.
4	Number of participants who adopt a skill.
5	Number of groups or organizations that collaborate with strengthening family initiatives.

**Outcome #1****1. Outcome Measures**

Number of participants who increased their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1500	1096

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Child care is such an overwhelming issue for families today. All parents struggle to find affordable, quality child care - especially families from lower socio-economic households. According to the U. S. Census Bureau, in West Virginia, 30.6% of all families have children in the household under the age of six. For people in poverty, the struggles of affordable child care are even more daunting. Of the West Virginia families living below the federal poverty level, 25.9% have children in their household under the age of five.

**What has been done**

WVU Extension educators addressed the need for early child care education in two ways: 1) providing continuing education credits through the Apprenticeship for Child Development Specialists program in West Virginia and 2) providing training for child care providers at regional or statewide conferences or locally-offered training sessions.

**Results**

166 participants in the Apprenticeship for Child Development Specialist program increased their knowledge in the following areas: literacy & nutrition, challenging behaviors, childcare food programs, Family childrens' literature, developmental assets, and after-school curriculum.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
802	Human Development and Family Well-Being
801	Individual and Family Resource Management

**Outcome #2****1. Outcome Measures**

Number of participants who improved their skill level.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	130	166

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Child care is such an overwhelming issue for families today. All parents struggle to find affordable, quality child care - especially families from lower socio-economic households. According to the U. S. Census Bureau, in West Virginia, 30.6% of all families have children in the household under the age of six. For people in poverty, the struggles of affordable child care are even more daunting. Of the West Virginia families living below the federal poverty level, 25.9% have children in their household under the age of five.

#### **What has been done**

WVU Extension educators addressed the need for early child care education in two ways: 1) providing continuing education credits through the Apprenticeship for Child Development Specialists program in West Virginia and 2) by providing training for child care providers at regional or statewide conferences or locally-offered training sessions.

#### **Results**

166 Participants in the Apprenticeship for Child Development Specialist program improved their skill level for the following skills: block play for brain development, observation & reporting, open-ended art, behavior management, supporting stressed children, science for young thinkers, recognizing abuse & neglect, caring for infants & toddlers, problem solving with children, movement, room arrangement, ECER evaluation assessments, ITERS evaluation assessment, communication, and stress reduction.

#### **4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
801	Individual and Family Resource Management

#### **Outcome #3**

##### **1. Outcome Measures**

Number of participants who increased their motivation to adopt a skill or accomplish an activity.

*Not reporting on this Outcome for this Annual Report*

#### **Outcome #4**

##### **1. Outcome Measures**

Number of participants who adopt a skill.

##### **2. Associated Institution Types**

•1862 Extension

##### **3a. Outcome Type:**

Change in Action Outcome Measure

##### **3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	200	142

##### **3c. Qualitative Outcome or Impact Statement**

###### **Issue (Who cares and Why)**

In order to meet the needs of families in West Virginia it is important to help strengthen the primary relationship of adults in the family and enhance their ability to parent. Citizens will be more likely to accept assistance if it comes from the local level. Therefore, WVU Extension supports the development of community-wide family initiatives by involving many types of organizations interested in addressing healthy relationships and marriages.

###### **What has been done**

The HF-HC initiative focuses on a grassroots approach with coalition led-efforts to enhance primary adult relationships and relationships between parent and child. It is developed for local coalitions with broad representation of individual leaders, community organizations, faith-based groups, educational groups, businesses, health/medical agencies. In addition, the initiative trained coalition members in leadership skills so that they can maintain the programs after the funding period is over.

**Results**

Last year, 142 community representatives were trained as leaders and volunteered to serve on county Healthy Family/Healthy Children coalitions. Almost half (64) new members joined the initiative for the first time this year.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
802	Human Development and Family Well-Being
801	Individual and Family Resource Management

**Outcome #5****1. Outcome Measures**

Number of groups or organizations that collaborate with strengthening family initiatives.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

<b>Year</b>	<b>Quantitative Target</b>	<b>Actual</b>
2008	50	3

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

In order to meet the needs of families in West Virginia it is important to help strengthen the primary relationship of adults in the family and enhance their ability to parent. Citizens will be more likely to accept assistance if it comes from the local level. Therefore, WVU Extension supports the development of community-wide family initiatives by involving many types of organizations interested in addressing healthy relationships and marriages.

**What has been done**

The Healthy Children Healthy Families program has carried out a series of activities designed to strengthen its existing coalitions and recruit new ones, including: conducted informal needs assessment via personal interviews, conducted 'Where are we now?' surveys with county coalition leaders to identify project and resource needs, made site visits, attended coalition meetings, hosted a 'Bright ideas Luncheon' with the Advisory Committee and coalition members, and conducted quarterly conference calls with coalition leaders.

**Results**

Recruited two new county coalitions (Ohio and Marshall counties) and reactivated the Monongalia County coalition to complete the expansion to 13 counties.

**4. Associated Knowledge Areas**

<b>KA Code</b>	<b>Knowledge Area</b>
801	Individual and Family Resource Management
802	Human Development and Family Well-Being

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Economy
- Appropriations changes
- Competing Programmatic Challenges

**Brief Explanation**

With the addition of a Family Finance specialist, there will be more emphasis on family finances and helping those families manage their money in these difficult economic times.

**V(l). Planned Program (Evaluation Studies and Data Collection)**

**1. Evaluation Studies Planned**

- After Only (post program)
- Before-After (before and after program)
- During (during program)

**Evaluation Results**

**Key Items of Evaluation**

**Program #15****V(A). Planned Program (Summary)****1. Name of the Planned Program**

4-H Camping Program

**V(B). Program Knowledge Area(s)****1. Program Knowledge Areas and Percentage**

KA Code	Knowledge Area	%1862 Extension	%1890 Extension	%1862 Research	%1890 Research
806	Youth Development	100%			
	<b>Total</b>	100%			

**V(C). Planned Program (Inputs)****1. Actual amount of professional FTE/SYs expended this Program**

Year: 2008	Extension		Research	
	1862	1890	1862	1890
<b>Plan</b>	7.0	0.0	0.0	0.0
<b>Actual</b>	14.0	0.0	0.0	0.0

**2. Actual dollars expended in this Program (includes Carryover Funds from previous years)**

Extension		Research	
Smith-Lever 3b & 3c	1890 Extension	Hatch	Evans-Allen
450000	0	0	0
1862 Matching	1890 Matching	1862 Matching	1890 Matching
388969	0	0	0
1862 All Other	1890 All Other	1862 All Other	1890 All Other
100000	0	0	0

**V(D). Planned Program (Activity)****1. Brief description of the Activity**

The 4-H camping planned program conducts summer 4\_H county camps and statewide camps for youth ages 9 – 21. The planned program also trains counselors and other volunteers, produces camping curriculum materials and a volunteer training notebook. An evaluation using tools specific to 4-H camping is implemented each year and the results are analyzed, and interpreted for camp improvement. Research projects designed to understand the role and benefit of camping experiences in the lives of youths are implemented, analyzed, and incorporated into programming.

**2. Brief description of the target audience**

Youths ages 9 to 21. Adult counselors and other volunteers.

**V(E). Planned Program (Outputs)**

**1. Standard output measures**

**Target for the number of persons (contacts) reached through direct and indirect contact methods**

	<b>Direct Contacts Adults</b>	<b>Indirect Contacts Adults</b>	<b>Direct Contacts Youth</b>	<b>Indirect Contacts Youth</b>
<b>Year</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>	<b>Target</b>
<b>Plan</b>	2800	0	12000	0
2008	3895	75526	9422	41914

**2. Number of Patent Applications Submitted (Standard Research Output)**

**Patent Applications Submitted**

<b>Year</b>	<b>Target</b>
<b>Plan:</b>	0
2008 :	0

**Patents listed**

**3. Publications (Standard General Output Measure)**

**Number of Peer Reviewed Publications**

	<b>Extension</b>	<b>Research</b>	<b>Total</b>
<b>Plan</b>	0	0	
2008	0	0	0

**V(F). State Defined Outputs**

**Output Target**

**Output #1****Output Measure**

- Number of training activities held.

Year	Target	Actual
2008	60	329

**Output #2****Output Measure**

- Number of residential camps conducted (at least 4 days in duration).

Year	Target	Actual
2008	65	90

**Output #3****Output Measure**

- Number of youth attending residential camps (at least 4 days in duration).

Year	Target	Actual
2008	8000	7335

**Output #4****Output Measure**

- Number of day camps conducted

Year	Target	Actual
2008	25	20

**Output #5****Output Measure**

- Number of short-term residential camps conducted.

*Not reporting on this Output for this Annual Report*

**Output #6****Output Measure**

- Number of youth attending short-term residential camps (3 days or fewer).

*Not reporting on this Output for this Annual Report*

**Output #7****Output Measure**

- Number of youth attending day camps

Year	Target	Actual
2008	{No Data Entered}	1301

**Output #8****Output Measure**

- Educational materials produced/updated

Year	Target	Actual
2008	{No Data Entered}	466

**Output #9****Output Measure**

- Number of partnering organizations

Year	Target	Actual
2008	{No Data Entered}	143

**Output #10****Output Measure**

- Grants supporting this planned program.

Year	Target	Actual
2008	{No Data Entered}	65

**Output #11****Output Measure**

- Educational materials distributed.

Year	Target	Actual
2008	{No Data Entered}	4830

**V(G). State Defined Outcomes****V. State Defined Outcomes Table of Content**

<b>O No.</b>	<b>OUTCOME NAME</b>
1	Number of participants who increase their knowledge.
2	Number of participants who changed their attitudes or opinions.
3	Number of participants who increased their motivation to adopt a skill or accomplish an activity..
4	Number of participants who adopted a skill learned in the camping program.
5	Number of groups or organizations that collaborated with the camping program.
6	Number of participants who improved their lives because of the camping program.
7	Amount of money that counties have raised to support 4-H camping.
8	New organizational structures/philosophies or organizations

**Outcome #1****1. Outcome Measures**

Number of participants who increase their knowledge.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	6000	6881

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

4-Hers will spend as much time in various learning experiences at camp as they will with any other 4-H delivery system throughout the year. This demonstrates the impact camp can have on youth development and the important role adults must take while being counselors at camp. Camp is one of the most popular Extension delivery systems for youth education and it is also the most intensive.

**What has been done**

At staff trainings, camp volunteers learn and practice ways to plan and conduct camp in ways that comply with 'best camping practices'.

During camp classes & activities camp participants learn leadership, citizenship, ways to serve, ways to be self-motivated, ways to appropriately express feelings, self-discipline, healthy lifestyle choices, ways to manage stress, good personal hygiene, safe ways of doing things, ways to share, accepting others' differences, constructively resolving conflict, cooperating with others, and communication.

**Results**

Volunteer staff gained knowledge in working with young people in the camping environment.

Campers increased knowledge of content taught in camp classes.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #2****1. Outcome Measures**

Number of participants who changed their attitudes or opinions.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	3000	5289

**3c. Qualitative Outcome or Impact Statement**

**Issue (Who cares and Why)**

Camp provides social experiences that offer opportunities to understand and appreciate cultural diversity and tolerance for others.

It promotes appreciation for the natural environment and teaches environmental stewardship. Campers learn to value fairness, caring, citizenship, trustworthiness, respect, and responsibility.

**What has been done**

During camp classes & activities camp participants learn leadership, citizenship, ways to serve, ways to be self-motivated, ways to appropriately express feelings, self-discipline, healthy lifestyle choices, ways to manage stress, good personal hygiene, safe ways of doing things, ways to share, accepting others' differences, constructively resolving conflict, cooperating with others, and communication.

**Results**

Campers developed positive attitudes related to cultural diversity, environmental stewardship, fairness, generosity, and cooperation.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #3****1. Outcome Measures**

Number of participants who increased their motivation to adopt a skill or accomplish an activity..

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Knowledge Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	3000	3895

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

Key assistance for camping programs is required from other Extension personnel, locally trained volunteers and state-trained WVU Extension Camp Instructors. Volunteer camp staff members are critical to ensuring a positive, safe camp experience for youth. They serve as cabin counselors, class instructors, advisors and establish caring relationships with campers. It is important for these individuals to receive adequate training to develop the knowledge and skills needed to effectively perform their assigned roles at camp.

**What has been done**

Staff training is provided to equip caring adults as role models, teachers, and mentors for youths.

**Results**

100% of adult camp volunteers indicated they planned to utilize practices learned at camp staff training

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #4****1. Outcome Measures**

Number of participants who adopted a skill learned in the camping program.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	1000	4189

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

4-Hers will spend as much time in various learning experiences at camp as they will with any other 4-H delivery system throughout the year. This demonstrates the impact camp can have on youth development and the important role adults must take while being counselors at camp. Camp is one of the most popular Extension delivery systems for youth education and it is also the most intensive.

**What has been done**

Camping programs/activities teach participants personal life skills and the values of fairness, caring, citizenship, trustworthiness, respect, and responsibility.

**Results**

County professionals reported observing campers applying skills at camp that they learned in camp classes

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #5****1. Outcome Measures**

Number of groups or organizations that collaborated with the camping program.

**2. Associated Institution Types**

- 1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	100	334

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

In each county, a WVU Extension faculty member is responsible and fully accountable to WVU Extension Service for the successful operation of 4-H Camp, including planning, implementation and evaluation of the total camp experience. Key assistance for camping programs is required from other Extension personnel, other local and state organizations such as health care facilities, conservation agencies, and service organizations, locally trained volunteers and state-trained WVU Extension Camp Instructors.

**What has been done**

WVU Extension educators gather support for camps from local agencies and organizations. The camps are truly local collaborations.

**Results**

Counties reported new collaborations with health care facilities, conservation agencies, and service organizations.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #6****1. Outcome Measures**

Number of participants who improved their lives because of the camping program.

*Not reporting on this Outcome for this Annual Report*

**Outcome #7****1. Outcome Measures**

Amount of money that counties have raised to support 4-H camping.

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Action Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	{No Data Entered}	57640

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

When local groups financially support 4-H camps, they become emeshed in the community.

**What has been done**

WVU Extension leaders and volunteers have raised funds to support 4-H camps.

**Results**

Communities have raised \$57,640 to support 4-H camps.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**Outcome #8****1. Outcome Measures**

New organizational structures/philosophies or organizations

**2. Associated Institution Types**

•1862 Extension

**3a. Outcome Type:**

Change in Condition Outcome Measure

**3b. Quantitative Outcome**

Year	Quantitative Target	Actual
2008	{No Data Entered}	203

**3c. Qualitative Outcome or Impact Statement****Issue (Who cares and Why)**

4-H Camping is one of the cornerstones of the West Virginia University Extension Service, and is a 'point of pride' for which the state 4-H program is known nationally. 4-H camping also has tremendous potential as a recruitment tool for WVU, and as an exclusive avenue to reach thousands of West Virginia families annually. Its training mechanisms influence other associated organizations.

**What has been done**

Training sessions such as the Mountaineer Camping Institute, held each winter, attract statewide participants who are involved in other 4-H activities and other service endeavors.

**Results**

4-H organizations supporting camping programs adopted philosophies associated with positive youth development practices.

**4. Associated Knowledge Areas**

KA Code	Knowledge Area
806	Youth Development

**V(H). Planned Program (External Factors)****External factors which affected outcomes**

- Competing Programmatic Challenges
- Other (changes in 4-H program focus)

**Brief Explanation****V(I). Planned Program (Evaluation Studies and Data Collection)****1. Evaluation Studies Planned**

- After Only (post program)
- Retrospective (post program)
- Before-After (before and after program)
- During (during program)
- Comparisons between different groups of individuals or program participants experiencing different levels of program intensity.

**Evaluation Results**

The 4-H camping life skill survey was administered to 722 subjects from ten West Virginia counties. Subjects ranged from age 7 to 21 years of age. Females were 62% of the subjects with males being 38%. 90% of the subjects reported being white with another 10% reporting other races. Years in 4-H and camp ranged from one to over 7.

The 4-H camp context survey was administered to 623 subjects from seven West Virginia counties. Subjects ranged from age 8 to 21 years of age. Females were 60% of this population with males being 40% of those completing surveys. 92% of those reporting said they were white with another 8 per cent giving other race information. 2% of the subjects said they were black or African-American. Year in 4-H and camp ranged from one to over 7. Actually, 5.4% reported that they were not a 4-H member.

For the 2008 4-H West Virginia camping data, the reliability analysis resulted in strong alpha scores for each life skill, indicating that West Virginia 4-H camps are addressing the life skills that can realistically be developed in a camping setting. In addition, the mean scores for each life skill are all above 3 on a 4-point scale, indicating that campers are scoring above average for each life skill.

For the 2008 4-H West Virginia camping data, the reliability analysis resulted in strong alpha scores for each essential element of youth development, indicating that West Virginia 4-H camps are including activities that lead to the development of positive assets in youth. In addition, the mean scores for three out of four of the essential elements are above 3 on a 4-point scale, indicating that camps are providing for these essential elements in their programming.

Again, as in the past two years, the analysis shows that boys indicate that they feel less emotionally safe than girls.

#### **Key Items of Evaluation**

Again, as in the past two years, the analysis shows that boys indicate that they feel less emotionally safe than girls.